4

INNER CITY INITIATIVE

URBAN ADJUDICATION PANEL MEETING

COMPENSATORY SUPPORT PROGRAM

SEPTEMBER 21, 1987

Manitoba
Education

AGENDA
URBAN ADJUDICATION PANEL MEETING
MONDAY, SEPTEMBER 21, 1987
9:00 A.M. - 2:30 P.M.

AGENDA

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

MONDAY, SEPTEMBER 21, 1987
9:00 A.M. - 2:30 P.M.

BLUE BOARD ROOM
124 KING STREET

===

1) Timed Item 10:00 - 11:00 A.M.: School Division Appeals:
   - A. St. Vital - Lavallee School - Community Liaison
   - B. Transcona-Springfield - Park Circle School - Alternative Program

2) Introductions

3) Review of Minutes from May 21 and 22, 1987 Meeting

4) Winnipeg School Division No. 1 - Information, Contingencies, Evaluations

5) Non-Winnipeg No. 1 - Information, Contingencies, Evaluations

6) New Requests

7) Special Projects Update (Pilot Grants)

8) Financial Overview

9) Business Arising from Last Meeting:
   - A. Average Salary of Teacher Aides in Winnipeg School Division No. 1

MINUTES

URBAN ADJUDICATION PANEL
MINUTES OF MEETING
THURSDAY, MAY 21, 1987
FRIDAY, MAY 22, 1987

MINUTES

URBAN ADJUDICATION PANEL MEETING

THURSDAY & FRIDAY
MAY 21 & 22, 1987

BLUE BOARD ROOM
124 KING STREET

In Attendance:

PANEL	STAFF
Dr. Anne Jefferson	Pat Rowantree
Dr. Gerald McConaghy	Susan Fonseca-King
Sylvia Taylor	Suni Matthews
Pauline Clarke	Jack Fonseca-King
Carol Basarab	Carolyn Loeppky
Ben Zaidman	Darlene Plett
Jeanette Fortin	

1) INTRODUCTIONS - PAT

Pat began the meeting by introducing two new Panel members: Dr. Gerald McConaghy is the Superintendent of St. Boniface School Division No. 4 and represents the Manitoba Association of School Superintendents; Jeanette Fortin is a member of the Pinkham School Community, representing the community.

Pat introduced Carolyn Loeppky as the new Inner City Team member who will be undertaking many of the tasks presently done by Jack and Susan Fonseca-King - i.e. Non-Winnipeg No. 1 projects and Core Area Initiative administration.

Jack and Susan Fonseca-King have married since the last Adjudication Panel meeting, and will be leaving the Team at the end of June. They hope to take on teaching assignments in the north next year.

2) REVIEW/TERMS OF REFERENCES - PAT

Pat - Compensatory grants are highly discretionary and consequently require a fair degree of scrutiny.
- not a formula grant
- operates on individual criteria
- 2 criteria: 1) to address problems resulting from conditions of poverty;
  2) to bring in programs of high integrity.
- initially funds were earmarked for Winnipeg No. 1 and Non-Winnipeg No. 1, however, now all projects compete for the dollars equally.
- materials are presented as Winnipeg and Non-Winnipeg No. 1

- there is a strong emphasis on evaluation and ensuing needs are being met - the Panel has used evaluations to improve programs and strengthen them.
- projects are usually funded for two years (the two-year mark is critical, with a major evaluation).
- there are also one-time grants (i.e. to develop a curriculum)
- Panel has used deferrals to encourage divisions to redevelop a better proposal. Panel can also approve funding with contingencies.
- compensatory staff are responsible for the following:
    - development work with divisions and staff;
    - monitoring projects;
    - present projects to Panel;
- decisions rest with the Panel
- Panel recommendations go to the Minister for his approval
- to date, the Minister has never altered the Panel's decisions

Pat - Item 4 on the agenda will be discussed after Item 6.

3) REVIEW OF MINUTES OF NOVEMBER 17, 1987

A) Mentor Program - Jack
- training program is nearly completed (Phase I), offered by the University of Manitoba
- schools identified to host the program
- not looking for further funding from Manitoba Education
- five schools involved, with an average of four participants from each school.

B) Vertical Integrated Project - Suni
- funds were redirected:
    - $ 7,500 - Multicultural Reality (materials)
    - $ 3,000 - Inner City Pow Wow
    - $ 1,200 - Conference on Racism

=======
$11,750

Minutes were accepted by Panel.

4) DOLLARS AVAILABLE - SUSAN

Susan circulated a handout representing all funds allocated since 1984 indicating funding by the school year and the calendar year. Further to the November minutes, Finance has agreed to Compensatory funding on a school year basis. In fall the Panel will review all calendar year funded projects to bring in line with the school year.

Panel reviewed the breakdown of dollars available for 1987. Pauline - indicated that Winnipeg No. 1's salaries were averaged and this year the teacher salaries are slightly reduced and the aide salaries have increased from $9,800 to $11,500. This has not been resolved with Manitoba Education. Would Panel approve Winnipeg No. 1 projects and have staff finalize appropriate amounts with Winnipeg No. 1?

Panel agreed to use the wording "to a maximum of" and a decision will be made in September meeting before dollars are released in October.

5) NON-WINNIPEG #1 - PROJECTS REQUESTING 4TH YEAR FUNDING

A) PRE-SCHOOL ENRICHMENT - BROOKLANDS - ST. JAMES #2

Jack presented a brief outline of the program and statistics of need (1981):

- parents with education under grade 9 - 30%
- single families - 30%
- average "family" income - $17,720.00

Panel was concerned with direction of the program in terms of emphasis on social growth. Project has done a commendable job on meeting these concerns - parent involvement, individual and small group activity.
Recommendation should indicate "to a maximum of $55,000.00" due to possible staff changes and resulting salary requirements.

Discussion followed as to evaluation or report requirements of ongoing projects. Formal evaluation required perhaps every two to three years. Interim report will keep Panel up to date with changing needs. Evaluations will assist other school divisions. Panel could suggest outside evaluations rather than Division evaluations.

Panel discussed Division's role in terms of ongoing funding. Should the Division be expected to pick up funding? Gerald indicated that as long as need is identified, funding should continue. Carol raised the issue of Division's ability to pay. This should certainly be considered when funding new projects.

Jack noted that Brooklands evaluation was done in-school and has encouraged both grade one and grade two statistics.

RECOMMENDATION: Panel recommends funding to a maximum of $55,000.00 per year for two years with annual progress reports including a financial statement to be submitted April 15, 1988 and April 15, 1989. Funding is contingent upon:

1) the Division funding one teacher's aide position and that such a position be used in the funded program;
2) continuing effort be made to involve parents in school activities.

B) MARION LEARNING ASSISTANCE - ST. BONIFACE #4

Jack indicated that the Director of Student Services suggested that Panel consider the total scope of initiatives that the Division has already implemented (ie. elementary guidance, pre-kindergarten, crisis intervention and additional resource time). Program is operating successfully and meets the school's needs. Parents have been involved in co-teaching, specific to each child.

RECOMMENDATION: Panel recommends funding be maintained at $45,000.00 for two years contingent upon the Division continuing to commit one full-time teacher's aide to the Centre. Annual progress reports to be submitted April 15, 1988 and April 15, 1989.

C) MARION/FRONTENAC - LANGUAGE DEVELOPMENT - ST. BONIFACE #4

Division continues commitment at Frontenac School. Parent involvement as in previous project.

RECOMMENDATION: Panel recommends funding for two years at $12,000.00 per year contingent upon matched funding from the Division ($11,000.00 - staff; $1,000.00 - materials). That annual progress reports be submitted April 15, 1988 and April 15, 1989.

6) WINNIPEG #1 - PROJECTS REQUESTING 4TH YEAR FUNDING

A) ELEMENTARY COUNSELLING - DIVISION WIDE

Project is operating in five schools, three full-time and two half-time. Panel requested an evaluation on part-time vs. full-time. M.E. staff not involved in the evaluation committee and information received late. Part-time vs. full-time not addressed adequately. Panel wanted information regarding effectiveness of full-time versus half-time.

M.E. staff recommends extension of the program to Mulvey as requested and to John M. King pending a needs assessment. Concern expressed with regard to Panel making recommendations on the way the Division operates.

RECOMMENDATION: Panel recommends funding of $250,200.00 to cover salaries for the following: four full-time positions at Victoria Albert, David Livingstone, William Whyte and Mulvey; .5 positions at Norquay and Dufferin. That funds for a full-time position at John M. King be released upon receipt of a student needs assessment and program outline by July 15, 1987. Further, John M. King be directed to consult with the Pupil Services Coordinator. Panel strongly suggests that in staffing new counselling positions priority be given to trained and/or experienced counsellors. M.E. staff directed to review the evaluation with Winnipeg No. 1 research staff and report to Panel at the September meeting.

B) MIGRANCY PROGRAM - DIVISION WIDE

M.E. staff highlighted concern at Victoria Albert. Full-time position was shared by an administration staff. Would like Victoria Albert to have full-time position not tied to administration. M.E. staff recommends to hold funds until Division's response on the recommendations is received.

RECOMMENDATION: That M.E. continue to fund the following for the 1987-88 school year to a maximum of $209,500.00:
1) full-time positions at John M. King, Mulvey, William Whyte, and Victoria Albert (this is to be one full-time staff person);
2) .5 position at Strathcona;
3) .5 position for department head and department head allowance ($1,000.00).

This funding contingent on the Division submitting a response to the recommendations of the 1986 evaluation by July 15, 1987.

C) SPECIAL NEEDS PROGRAM - DIVISION WIDE

Division's response to Panel recommendations was not received.

RECOMMENDATION: That M.E. continue to fund the following schools for the 1987-88 school year to a maximum of $250,200.00: William Whyte, Norquay, Mulvey, John M. King, King Edward and David Livingstone. This funding contingent on the Division submitting a response to the May 1986 recommendations by July 15, 1987.

D) WI WABIGOONI - VICTORIA ALBERT

Program administered through Victoria Albert School. One teacher and materials provided by M.E. Evaluation recommendations being addressed but there are still major issues to be resolved. Division prepared to look at these areas. Program very valuable and there is a waiting list. Recommendations 5-8 involve budget and administration issues.

St. Ignatius will cover rent costs to November 1988. Then Panel will need to consider picking up these costs as a major part of the program's success is the off-site location.

RECOMMENDATION: Panel recommends funding of $43,700.00 for 1987-88 contingent upon St. Ignatius continuing to provide facility rent until November 1988 and Division assuming the two aide salaries. Funding includes one teacher ($41,700.00) and $2,000.00 for materials. This funding contingent upon the Division submitting an action plan for recommendations 5-8 by July 15, 1987 and a report on their implementation by April 15, 1988.

7) NON-WINNIPEG #1 - PROJECTS REQUESTING 3RD YEAR FUNDING

A) ELEMENTARY COUNSELLING - STEVENSON-BRITTANIA - ST. JAMES #2

M.E. funding .5 guidance. Division has requested full-time position and principal feels that objectives should be reworked. Division identifies this project as #2 priority.

Sylvia questions whether St. James has ever cost-shared a project and felt that this should be a consideration at some point.

Panel and staff feels that differing messages were received regarding St. James' priorities.

M.E. staff would like to see more outreach to the community and feels that the principal would initiate a survey of community attitudes. Staff also indicated that Panel needs to review recommendations carefully that are contingent upon volunteer positions.

Gerald stressed that when Compensatory began nothing was said of matched funding and if the need is demonstrated and the program viable we should fund. Pat indicated that there is no requirement for commitment from the Division but Compensatory Support has used shared funding to support projects in divisions with less intense needs.

Panel agreed that Jameswood would be looked at very carefully when funding is completed in June, 1988.

RECOMMENDATION: Panel recommends maintaining the funding level at $20,000.00 due to the Division's priorities. That a progress report be submitted April 15, 1988 including an outline of the community outreach activities and results of the survey of the community.

B) COMMUNITY LIAISON WORKER - VICTOR MAGER - ST. VITAL #6

The Division has established a community-school policy and over-all plan as outlined on page 5-14. The commitment is limited to four school sites. Tone of the program is very optimistic. Good blend of activities for children, staff and community.

Anne suggests a progress report half-way through the year.
Jack presented statistics from the 1981 census which indicate a pocket of need common to Victor Mager, Victor Wyatt and Lavallee.

Panel indicates a concern with the change in administration and suggests that support be confirmed.

RECOMMENDATION: Panel recommends funding at $13,750.00 for .5 community liaison worker based on $1,250.00 per month for 11 months. Funding contingent upon M.E. staff meeting with the new administration of the Division and receiving a letter confirming support. That a progress report be received by January 31, 1988 and a final progress report be submitted on April 15, 1988.

C) COMMUNITY LIAISON WORKER - ARCHWOOD SCHOOL - NORWOOD #8

Canada Packers' closing is expected to have significant effect on community. M.E. staff indicates that evaluation points to need for guidance counsellor. Parent rap group established. Division has only two counsellors - inadequate. Leadership is a problem within these projects. It was noted that Alex Boyes will be their new superintendent. Concern expressed as to qualifications of CLW doing guidance. Need in this area is very high, but poor program development. Panel feels they should establish their priorities.

RECOMMENDATION: Panel recommends $5,000.00 for .5 community liaison worker based on $1,250.00 per month for the period September to December 1987. Further funding for the spring term 1988 contingent upon submission by October 15, 1987 of:
1) revised plan from the school which establishes community outreach as the primary objective of the project;
2) a letter from the Superintendent's office which outlines the Division's priorities and indicates where this program fits within those priorities.

Panel notes that the evaluation indicates an obvious and apparent need for a guidance position.

D) COMMUNITY LIAISON WORKER - KING GEORGE V - NORWOOD #8

Panel concerns the same as the previous project. Panel suggests same recommendations and will not consider funding aide position until the fall information is received.

RECOMMENDATION: Panel recommends $5,000.00 for .5 community liaison worker based on $1,250.00 per month for the period September to December 1987. Further funding for the spring term 1988 contingent upon submission by October 15, 1987 of:
1) revised plan from the school which establishes community outreach as the primary objective of the project;
2) a letter from the Superintendent's office which outlines the Division's priorities and indicates where this program fits within these priorities.

E) TRANSITION PROGRAM - MARYMOUND - SEVEN OAKS #10

Staff changes since start of program - smooth transition has been made. Winnipeg No. 1 person is available for students going back into this Division's schools.

RECOMMENDATION: Panel recommends funding for two years at $14,100.00 per year for .5 transition coordinator position and that Marymound continue to contribute to expand the position to full-time. Annual progress reports to be submitted April 15, 1988 and April 15, 1989.

8) WINNIPEG #1 - PROJECTS REQUESTING 3RD YEAR FUNDING

A) RESEARCH ASSISTANCE - DIVISION WIDE

Panel agreed to complete the two-year agreement due to the fact that the highest demand for evaluations was 86/87 and will be 87/88 school year. Pauline circulated a breakdown of time spent on each evaluation. Two research assistants funded by M.E. are full-time. Evaluations have been too extensive in some cases and there needs to be agreement with Division on which projects require major evaluations. M.E. staff indicates that evaluations have been very good.

RECOMMENDATION: Panel recommends funding to a maximum of $50,000.00 for the school years 1987-88 and that a list of projects evaluated with information regarding time spent on each project be submitted by April 15, 1988. In addition, that M.E. and Division personnel discuss requirements of individual progress reports and evaluations. This is the final year of funding.

B) CURRICULUM DEVELOPMENT - ABERDEEN SCHOOL

Very positive outcomes from this project. Integrating native studies and arts in the curriculum, only one teacher has left in the last two years. The entire school structure has changed to implement this program, an improvement in all four language modalities in last two years. Strong community ties and involvement. Role of project coordinator essential to success of the project. Division has requested 9/12 time. Panel questioned summer writing project - staff who wish to work over the summer develop curriculum/units. This has been very successful. Division contributed $1,600.00 for release time last year. This time is allocated based on decisions of school staff.

RECOMMENDATION: Panel recommends funding of $44,700.00 each year for two years to cover the following:

1) 9/12 project coordinator	$33,000.00
2) materials and equipment	$ 3,000.00
3) staff development	$ 2,500.00
4) fee-for-service/honorarium	$ 2,000.00
5) summer writing project	$ 4,200.00

Funding is contingent upon the Division contributing $2,500.00 for release time and secretarial assistance and that an update of activities be submitted by April 15, 1988.

C) MIGRANCY PROGRAM - ABERDEEN SCHOOL

Amount of time spent by migrancy teacher in different activities varied throughout the year depending on number of students transferring in. Student orientation valued by teachers and students. Evaluation indicated that the area of follow-up needed review. Access to aide time was helpful. Pauline indicated that the Division maintain a similar migrancy secondary position at St. John's.

RECOMMENDATION: Panel recommends funding of $44,000.00 for migrancy teacher position. A progress report to be submitted April 15, 1988 to include a response to the 1986/87 evaluation recommendation.

D) CHALLENGE PROGRAM - CECIL RHODES SCHOOL

Project provides .5 teacher position to provide enrichment activities for grade 7-9. Evaluation indicates need for more staff and parent involvement. Sylvia notes that this is the only "gifted" program that M.E. funds. Pat notes the program wasn't working well philosophically as gifted and evolved into an enrichment program.

Panel suggests an improved program direction is necessary. Recommend staff should function like a resource teacher working within classrooms providing enriched activities supporting the regular classroom program.

RECOMMENDATION: Panel recommends funding of $25,030.00 for .5 teacher position ($22,000.00) and materials ($3,030.00) contingent upon the Division submitting by July 15, 1987 and M.E. staff approving the following:

1) a definition of the student population identified for the program;

2) a model for a collaborative program which includes the resource/enrichment teacher going into the classroom to support students in selected classrooms, involvement of classroom teachers and the development of a clear, philosophical statement. This model to be developed in collaboration with M.E. staff.

That M.E. staff report back to Panel in September on the program and the desire of the Division to proceed with a clear program design.

E) COMPUTER ASSISTED LEARNING - DUFFERIN SCHOOL

.5 aide works with three classrooms. Aide required more time for professional development, which was not built in. Panel requires a plan as to how professional development days would be used and an indication of software purchased.

RECOMMENDATION: Panel recommends funding to a maximum of $5,750.00 pending salary discussions with Winnipeg No. 1 for .5 aide position for the school year 1987-88. Funding contingent upon submission of a professional development plan for the aide by July 15, 1987 with the Division responsible for any costs incurred in implementing the plan. A progress report to be submitted which would include a list of professional development activities by April 15, 1988.

F) LANGUAGE DEVELOPMENT - GREENWAY SCHOOL

Staff indicates this is the control school for the Early School Years project. High multicultural population. Funded position is volunteer coordinator.

RECOMMENDATION: Panel recommends funding to a maximum of $12,500.00 pending salary discussions with Winnipeg No. 1 for full-time aide position ($11,500.00) and $1,000.00 materials for the school year 1987-88 to coincide with the completion of the Early School Years evaluation. Funding contingent upon the Division submitting a complete financial statement to date by July 15, 1987 and that M.E. receive a progress report by April 15, 1988 summarizing implementation of evaluation recommendations.

G) LANGUAGE DEVELOPMENT - KING EDWARD COMMUNITY SCHOOL

Results of evaluation show that language has improved. These aides were included in ESY training but there's no built in release time for aides.

RECOMMENDATION: Panel recommends funding to a maximum of $24,000.00 for the school year 1987-88 only. $23,000.00 for two aide positions pending salary discussions with Winnipeg No. 1 and $1,000.00 materials. This final year of funding will coincide with the completion of the Early School Years project. Funding contingent upon workshops in language development as stated in recommendation #3.

H) LANGUAGE DEVELOPMENT - PRINCIPAL SPARLING

Two ethnic aides working on one-to-one basis with students. Access to volunteer coordinator from Greenway School. Need to build in training and professional development time. Staff has indicated specific professional development days, as this project is not part of Early School Years.

RECOMMENDATION: Panel recommends funding to a maximum of $13,620.00 for the 1987-88 school year. Two .5 ethnic aide positions at $5,750.00 each (pending salary discussions with Winnipeg No. 1), $1,000.00 in materials and $1,120.00 maximum for professional development. Funding contingent upon receipt of a plan for professional development by July 15, 1987. A progress report which includes the list of professional development activities and the implementation of recommendations to be submitted by April 15, 1988.

I) ATTENDANCE AIDE - ST. JOHN'S SCHOOL

Panel discussed the need for extra staff for the call-back program. Pat indicated this is a low-cost intervention. Gerald suggested more statistics should be required in the following year (i.e. average daily attendance compared to previous year).

RECOMMENDATION: Panel recommends funding to a maximum of $11,500.00 pending salary discussions with Winnipeg No. 1 for an aide position for the school year 1987-88 and that the evaluation be distributed to other inner city secondary schools as per recommendation #4. Funding contingent upon the submission of an evaluation plan by July 15, 1987 which addresses the plan for collecting specific data indicating improvement in daily attendance. An evaluation report including specific data to be submitted by April 15, 1988.

J) COMMUNITY TEACHER AIDES - STRATHCONA SCHOOL

Aides performing a number of different functions. Ten original tasks narrowed down to five. Summer program has been removed from proposal. Pauline indicates aides involved in development of newsletter, and that playground supervision time is appropriately used. If two positions funded, must indicate that activities are consistent with job description. Workers are also doing outreach work for parent child centre.

RECOMMENDATION: Panel recommends funding to a maximum of $24,000.00 for two full-time aide positions ($23,000.00 pending salary discussions with Winnipeg No. 1 and $1,000.00 to be used to provide professional development activities for the aides). That aides be responsible for attendance call-back, outreach and classroom support components of the program. Funding contingent upon submission of a proposed professional development plan by July 15, 1987. That a progress report which includes a list of professional development activities provided for aides be submitted April 15, 1988.

K) WRITING TO READ - WESTON SCHOOL

IBM program developed to help children use and develop oral and language skills through use of the computer. Computer aide manages the program. Classes attend alternate days for 45 minutes. Panel concerned that principal be able to use the program in the most beneficial manner.

RECOMMENDATION: Panel recommends funding to a maximum of $11,500.00 pending salary discussions with Winnipeg No. 1 for the computer aide position. Funding contingent upon the Division initiating action on recommendations of the evaluation before the end of the school year. This is the last year of funding. Evaluation to be submitted June 30, 1988 which includes comparison of reading and writing skills from beginning to end of the school year.

9) NON-WINNIPEG #1 - PROJECTS REQUESTING SECOND YEAR FUNDING

A) COMMUNITY LIAISON - VICTOR H.L. WYATT - ST. VITAL #6

M.E. staff drew attention to the outstanding individual who is running this program. Has made excellent contacts and even involved the University of Manitoba in the volunteer program.

RECOMMENDATION: Panel recommends funding of $28,500.00 ($27,500.00 salary based on $2,500.00 per month for 11 months, $500.00 for materials and $500.00 for professional development) and that a final evaluation be submitted by April 15, 1988.

B) COMMUNITY LIAISON WORKER - HAMPSTEAD SCHOOL - RIVER EAST #9

M.E. funding community liaison position and an aide. Parent Council has been established.

RECOMMENDATION: Panel recommends funding of $35,000.00 ($25,000.00 for the community liaison worker based on $2,500.00 per month for 10 months and $10,000.00 for the teacher aide) contingent upon the Division continuing to match the aide position with funds not allocated from special needs funding. That the final evaluation be submitted by April 15, 1988.

C) ELEMENTARY GUIDANCE - ELWICK & O.V. JEWITT - SEVEN OAKS #10

Staff coordinator has networked with other divisions. Program is very successful.

RECOMMENDATION: Panel recommends funding of $37,500.00 to provide two .5 elementary guidance positions contingent upon the Division continuing to provide matched funds to maintain another two .5 positions at Margaret Park and Victory Schools. Final evaluation to be submitted by April 15, 1988.

D) COMMUNITY LIAISON WORKER - REGENT PARK SCHOOL - TRANSCONA #12

M.E. previously funded aide for call-back program. M.E. staff would like to see some involvement from the community and staff is involved in direct monitoring of project.

RECOMMENDATION: Panel recommends to continue funding for $27,500.00 (based on $2,500.00 per month for 11 months) for the community liaison worker position and that no further funds be provided for the paraprofessional. Funding is contingent upon submission by July 15, 1987 of:

1) an evaluation plan;
2) a working plan that indicates ways to operationalize the objectives in the following areas: a) more emphasis on home visits by community liaison worker; b) establishment of evening programs for students and adults; and c) development of stronger needs assessment data from the community.

Final evaluation to be submitted April 15, 1988.

E) LEARNING ASSISTANCE CENTRE - EDMUND PARTRIDGE - SEVEN OAKS #10

Program incorporates cooperative teaching and a team approach. Division continues to give support.

RECOMMENDATION: Panel recommends funding of an additional $16,200.00 to continue the .67 cooperating teacher to June 1988. Funding contingent upon the Division's continuing contribution of .5 teacher's aide and .5 cooperating teacher. A final evaluation to be submitted April 15, 1988.

10) WINNIPEG #1 - PROJECTS REQUESTING 2ND YEAR FUNDING

A) PRE-EMPLOYMENT PROGRAM - ARGYLE SCHOOL

Extremely successful program, as shown in evaluation. Businesses actively involved. Retail simulation very successful.

RECOMMENDATION: Panel recommends funding of $54,924.00 for the school year 1987-88 (personnel - $46,700.00; materials - $8,220.00). That M.E. continue to fund the salaries for the work experience coordinator and lifeskills trainer for the school year 1988-89 contingent upon the Division assuming material costs. An annual progress report to be submitted April 15 of each year.

B) INNER CITY PARENT INVOLVEMENT - DIVISION WIDE

Program objective to involve parents in activities. Staff changes complicated the program and new person hired in January took on Housing Registry. The program changed focus completely. Carol questions involvement of CEDA. Jeanette would prefer to see parent involvement in the school in many areas.

Pauline indicates that the Division is assessing the support in inner city schools. Panel agreed that project needs greater direction - it is not presently developing a wide enough range of parent involvement activities.

RECOMMENDATION: Panel recommends not to fund this project.

C) PARENT RESOURCE CENTRE - PINKHAM

Jeanette shared with the Panel her impressions of the Parent Resource Centre. She has very positive feelings and has seen great changes in her children as a result of the centre. She has become more aware of the developmental stages her children pass through and has been involved in many outing and fund raising activities. The families who attend come from many cultural backgrounds and she can't stress enough the importance of this factor. The Centre provides a real support to all the families who attend. "I'm not afraid of the Principal anymore."

RECOMMENDATION: Panel recommends funding of $30,536.00 (Personnel - $26,136.00 and Materials - $4,400.00). A final evaluation to include a response to the recommendations in the interim report to be submitted April 15, 1988.

11) NON-WINNIPEG #1 - NEW PROJECTS

A) BROOKLANDS BRIDGE - BROOKLANDS - ST. JAMES #2

Program to provide additional support to children in primary grades. Division requesting .5 Resource Teacher, .2 Clinician and 1 teacher aide. M.E. Staff had suggested to Division that M.E. could fund the teacher aide if the Division would supply the balance of the positions. The Division wasn't interested.

RECOMMENDATION: Panel recommends not to fund this project.

B) COMMUNITY LIAISON WORKER - LAVALLEE SCHOOL - ST. VITAL #6

Staff indicates that this project is part of the major initiative of the Division in the area of community liaison. Census tract data is similar to Victor Mager and Wyatt. Division has continued the guidance position which M.E. previously funded.

Gerald drew attention to the fact that the school is dual track English and French. Jack indicated that the proposal is for Lavallee School not Ecole Lavallee. Gerald concerned that the French community needs would not be met.

Panel reviewed the over-all Division plan. The community liaison worker would disappear after two years and be replaced by the Coordinator of Volunteers.

Gerald raised concerns about the type of activities listed as community liaison activities in the Victor Mager Evaluation. Jack indicated that although hot-dog days tend to be highlighted, the programs have actively involved parents in decision making roles.

Carol indicated a concern that the program appears to be a service to the community and feels the school is being left out. Sylvia indicated that staff person she spoke to had not heard of the proposal. Gerald felt that this project was supported by Alex Boyes and with Alex leaving wondered about Division's continuing commitment.

RECOMMENDATION: Panel recommends not funding this project pending results of the community liaison evaluation. Panel would also require a definition of community school and an outline of the involvement of the parents and the impact on the Francais population of the school for consideration in any resubmission.

C) ELEMENTARY GUIDANCE AND COMMUNITY LIAISON PRINCESS MARGARET SCHOOL - RIVER EAST #9

This is a dual track school - German and English. Division recognizes this as a high needs school. High Mennonite/ Paraguayan population and ESL. High transiency and social assistance families. Children want to assimilate but parents want to remain in their culture. School would like to put in person who speaks German and English and understands the situation. Many of the children are bused in. Community liaison worker would have higher priority than guidance.

Gerald questions qualifications of CLW's. Jack indicates that all have an initial degree with varying special qualifications. M.E. staff are involved in development of most job descriptions. Gerald asked about job descriptions.

Jack indicates extensive work done by staff in evaluation package preparation.

RECOMMENDATION: Panel recommends funding of $32,500.00 (.5 Elementary Guidance at $20,000.00 and .5 Community Liaison at $12,500.00 based on 10 months at $1,250.00). Funding contingent upon submission of the following by July 15, 1987:
1) job description for both positions;
2) assessment of staff development needs.
An interim report to be submitted April 15, 1988 and a final evaluation by April 15, 1989.

D) MARGINAL STUDENT PROGRAM - BERTRUN E. GLAVIN - RIVER EAST #9

Princess Margaret is given higher priority than Bertrun E. Glavin. Position is special needs; involves 80% working with teachers and 20% with students. A great deal of cooperative teaching involved. Division may assist this project.

RECOMMENDATION: Panel recommends not funding this project.

E) ELEMENTARY GUIDANCE - SHERWOOD SCHOOL - RIVER EAST #9

This project received lowest priority of three projects submitted by the division. Includes .5 elementary guidance position and division has identified guidance as a priority. Division may find itself in position to fund this program.

RECOMMENDATION: Panel recommends not funding this project.

F) BEHAVIOR ASSISTANCE CENTRE - MARGARET PARK & VICTORY SCHOOL SEVEN OAKS #10

M.E. staff and Panel have difficulty with this title. Students pulled out of classroom and placed in special room for five to six weeks and then returned to classroom - a withdrawal program. Two schools to share and distance will be a problem.

RECOMMENDATION: Panel recommends not funding this project.

G) ALTERNATIVE PROGRAM - PARK CIRCLE SCHOOL - TRANSCONA #12

School compares with Marymound and is moving to develop a therapeutic capability. Pupil-teacher ratio very low. Fourteen professional staff with counselling background, seven paraprofessionals and 132 students. Students come from the entire Division. Two-thirds of student population from out of catchment area. Panel questions identification of students as special needs rather than special education. Jack indicates students have an average ability, are known to various agencies, have psychological problems, are victims of physical and sexual abuse, have alcohol problems and high mobility. Panel suggests that every school has these "kids" and questions why they would want them all in one school?
Sylvia likens this school to Knowles but in River East #9 home school maintains contact with the children during their time at Knowles with an emphasis on re-entry.

RECOMMENDATION: Panel recommends not funding this project.

12) WINNIPEG #1 - NEW PROJECTS

A) PEER COUNSELLING AND TUTORING PROGRAM ISAAC NEWTON AND R.B. RUSSELL SCHOOL

Program focuses on grade nine level. Panel previously funded program at Hugh John Macdonald. Interim report indicates it is very successful. Contingencies were that staff person compile a staff development plan that would be shared. Suni suggests supporting .5 staff position at R.B. Russell contingent on their providing a secondary model for peer counselling. Pauline indicates that Division would support an additional .5 staff person at Isaac Newton.

The Division is concerned with number of training days indicated. M.E. staff suggests reducing 50 days to 25, however original Division commitment was to enable staff to share experience gained through this program. Follow-up to the peer counselling program would be in the area of peer mediation. This component could be offered as a follow-up to the peer counselling training program.

Pauline indicated Division would support an additional .5 position at Isaac Newton. Carol questions ability of staff to continue program at Hugh John Macdonald when she will be involved in training. Gerald questioned recommendation for .5 position at R.B. Russell and not at Isaac Newton. Suni explained R.B. Russell's unique needs and stated that we already have a successful program at the junior high school level based on the results of the Hugh John Macdonald interim evaluation and that funding of .5 position at R.B. Russell will ensure a commitment to developing a program at the secondary level. That in further expanding the program consideration should be given to establishing a program at the elementary level rather than at another junior high school so that there would be a continuum.

RECOMMENDATION: Panel recommends funding to a maximum of $32,900.00 for one year only. Funds to cover:
1) .5 counsellor at R.B. Russell - $22,000.00;
2) materials at R.B. Russell - $1,800.00;
3) materials at Isaac Newton - $3,600.00;
4) training supports to a maximum of $5,500.00.

Funding contingent upon the receipt of a letter from the secondary superintendent indicating that the designated counsellors in these schools will be receiving the required training necessary to establish a peer counselling program and that R.B. Russell is committed to the development of a secondary peer counselling program. The professional development workshop (peer counselling training) to be provided for by the Hugh John Macdonald peer counselling project staff and pupil services coordinator. That an evaluation be submitted by April 15, 1988.

B) PROFESSIONAL DEVELOPMENT - TEACHERS NEW TO INNER CITY

This proposal was deferred by Panel at previous meeting. Division to return with a more detailed plan. Proposal indicates 8.5 days for each new teacher with funding for three days requested from M.E.

Panel had great difficulty with the content of the proposal. Gerald felt that these initiatives should be included in school based planning approach at local school level. Sylvia was looking for a collaborative, cooperative model. Carol indicated a strong need to underline the involvement of administrators in this professional development. Gerald concerned with taking people out of their schools through the year. Panel would like to see more networking and development of support systems. Perhaps a combination setting days aside at local level as a follow-up to Divisional level. Content of the program was considered standard personnel issues and not inner city oriented.

RECOMMENDATION: Panel recommends not funding this project. Panel would entertain a future submission if the following issues were addressed:
1) content area revised with involvement of local administration and teachers in the design;
2) pull-out with more integration at the school level.

C) SCHOOL BASED PLANNING - DIVISION WIDE

Pat presented her summary of the proposal and recommendations. Pauline indicated that K-9 schools would be involved. Gerald questioned $2,500.00 per school for outside facilitator. Pat indicated that these funds would assist schools in bringing in specialized workshop facilitators. Pat also emphasized the importance of the inside facilitating staff and suggested the value of experiences from Aberdeen, Isaac Newton and R.B. Russell. Panel generally agreed that the proposal lacked clarity.

RECOMMENDATION: Panel recommends funds be held (to a maximum of $80,000.00) pending resubmission of a more detailed proposal which would clarify the issues raised attached in appendix and that:
  1) the initiative be directed at elementary schools which can include K-9 schools as M.E. already funding secondary models;
  2) plans call for an outside evaluation;
  3) release time be cost shared with the Division;
  4) clerical costs be assumed by the Division.

D) LANGUAGE ARTS K-3

Suni indicates that proposal was resubmitted with no revisions. Carol questions why this has to be a funding proposal.

RECOMMENDATION: Panel recommends not funding this project.

13) WINNIPEG #1 - SPECIAL GRANT REQUESTS

A) CURRICULUM ADAPTATION I/C SECONDARY

Project was resubmitted from last year, ongoing process for teachers. Requesting a maximum of $10,000.00. Suni assures that units will be shared once they are produced.

RECOMMENDATION: Panel concurs with funding of $10,000.00. A final report and finished units to be submitted upon completion of projects.

B) SOCIAL STUDIES GRADE 3

Proposal was deferred and resubmitted with more detail. Integrated units on Chinatown. Eight teachers plus librarians involved. Suni assures that information will be available to other divisions.

RECOMMENDATION: Panel concurs with funding of $9,500.00. That a copy of the unit be submitted by April 15, 1988 with the final report, including the implementation of resources.

C) CENTRAL PARK KINDERGARTEN SATELLITE

Carol indicated concern regarding off-site teacher.

RECOMMENDATION: Panel concurs that contingent upon funding received from other sources, M.E. fund to a maximum of $10,000.00 to purchase equipment and instructional materials. That a detailed statement of expenditures be submitted upon completion.

14) SPECIAL GRANTS/COMPLETED PROJECTS/OTHER INFORMATION

The following pilots were funded since the last Panel meeting and were presented to Panel:
1) Inner City Inter-School Pow Wow;
2) Racism Conference;
3) Actors' Showcase;
4) Strathcona Parent Child Centre;
5) Marion School Pride Program.

The following completed projects were highlighted:
1) Peer Counselling Hugh John Macdonald - final evaluation to be submitted June 1987;
2) Counselling for the Multicultural Reality - materials developed will be reproduced and made available;
3) Seven Oaks #10 Personal Safety Program - Division has been very helpful in sharing with other school divisions.

Jack highlighted evaluation activities and recommended that Panel consider a proposal in September which would provide $10,000.00 for professional development for Non-Winnipeg #1 project personnel.
Panel agreed with this suggestion.

The community school liaison evaluation interim report will be presented in September and the elementary guidance evaluation is presently requiring a division to host the project. This evaluation has been revised from two years to one year and Winnipeg School Division #1 is supplying control sites.

15) DOLLARS REMAINING

Susan indicated that taking into consideration the programs funded, there remains approximately $100,000.00 for the 1987 calendar year to be adjudicated in the fall.

Pauline asked why nothing was received from Fort Garry School Division. Jack indicated several communications with the Division and no proposal was submitted.

16) SEPTEMBER/NOVEMBER MEETINGS

Panel decided on the following dates:
1) Monday, September 21, 1987;
2) Monday, November 16, 1987.

OTHER INFORMATION

LAVALLEE SCHOOL
COMMUNITY LIAISON WORKER
ST. VITAL SCHOOL DIVISION NO. 6

THE ST. VITAL SCHOOL DIVISION NO. 6

BOARD OFFICE - 900 ST. MARY'S ROAD - WINNIPEG - MANITOBA R2M 3R3 - PHONE (204) 257-7827

SUPERINTENDENT OF SCHOOLS
ROGER KANGAS

SECRETARY-TREASURER
R. I. MANN

[illegible]
JUN 1987
[illegible] TRAINING AND
[illegible] AGENCY

Ref: 8-10
June 29, 1987

Ms. Pat Rowantree
Inner City Initiatives
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Pat:

Thank you for your visit this morning to discuss my letter of June 16, 1987. Please be advised that the St. Vital School Division will wish to appear at your September 21, 1987, Panel Meeting to have our proposal reconsidered.

At this time I cannot tell you who the representative from the School Division will be. We will contact you before that meeting however, to let you know who will represent us at that meeting.

Thank you for your interest and concern regarding our proposal. We feel that this is a very forward looking proposal and are optimistic that it will be reconsidered favourably.

Sincerely,

A. BOYES
Deputy Superintendent

/st

cc: Trustees
R. Kangas
S.E.C.
Principals: Victor Mager, Victor Wyatt, Lavallee Schools

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Vital S.D.#6

SCHOOL: Lavallee

RENEWAL:

NEW: X

PILOT:

REQUEST: $15,500.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD6-39

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends not funding this project pending results of the community liaison evaluation. Panel would also require a definition of community school and an outline of the involvement of the parents and the impact on the Francais population of the school for consideration in any resubmission.

RECOMMENDATION:

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban Non-Winnipeg
M.E. STAFF PERSON: Jack King
SCHOOL DIVISION: St. Vital No. 6
SCHOOL: Lavallee

Community-School Liaison

DESCRIPTION OF NEED

Census Tract Data - 1981 - previously established need. The school has been funded for an Elementary Guidance position in 1985-86 through the Compensatory Support Program.

PROGRAM OBJECTIVE

To assist in the development of a Community School Concept by providing a Community Liaison Worker who will assist the school and provide leadership in the community.

PROJECT DESCRIPTION

1. To identify, develop and provide educational, leisure and social services with primary attention given to students of the school and their parents.
2. To provide opportunity for community participation in planning and evaluating services and programs.
3. To cooperate with other community and government agencies and schools in coordinating services to the community.
4. To provide educational opportunities for post-secondary students.
5. To maintain links with other agencies through participation and assistance in project related research.
6. To adopt research findings enhancing the development of the program.
7. To create an environment conducive to the successful implementation of the program.

The Compensatory Grant provides for the services of one full-time Community Liaison Worker.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

To be developed in conjunction with Victor Mager School.

RESOURCES REQUIRED
ME Contribution

Materials:
Personnel: $15,500

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $15,500 ($500 travel allowance)

COMMENTS/CONTINGENCIES

The program is part of a Division plan to phase in a Community School concept by 1991 that will be sustained from Division funds and those resources available to the community.
(See Funding Model following page 5-10)

STAFF RECOMMENDATIONS

That M.E. fund .5 staff at $13,750 based on $1,250/mth.
Interim report to be submitted by April 15, 1988 and an evaluation report by April 15, 1989.

2-6

RECEIVED
APR 13 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

COMPENSATORY GRANT APPLICATION

from

THE ST. VITAL SCHOOL DIVISION NO. 6

April, 1987

Submitted by:

A. Boyes
Deputy Superintendent
St. Vital School Division

on behalf of
Victor Mager School
Victor Wyatt School
Lavallee School

Background

The St. Vital School Division No. 6 has been the recipient of compensatory grants from Manitoba Education in the past. Our first grant, for a Counsellor position at Lavallee School, resulted in the position becoming a permanent one at the school.

Our recent grants have been for Community Liaison Workers, first at Victor Mager School and last year at Victor Wyatt School. The former grant runs out in August, 1987, while the latter hopefully will be extended into its second year for 1987-88.

This request for further consideration of compensatory grant funding for the community liaison worker concept is based on our interest in seeing a model developed by which this concept can be transferred to other similar schools and community areas in the Winnipeg area.

Rationale

Three years of experience with this type of program in our two schools has provided us with solid evidence of the tangible values community liaison workers can bring to a school and its catchment area. The evaluations done have shown the positive impact on the school communities these programs have had.

The basic thrust of this proposal is for the continuation of the compensatory grants for two (2) Community Liaison Worker positions to expand the concept and benefit to a third school in 1987-88 and to a fourth school in 1988-89, using the same two school Community Liaison Workers we now have in place. Further, this request proposes to develop a model for the development of this type of program in other school areas. Lastly, the request suggests a long range funding process which would see the gradual shift of funding from Manitoba Education to the School Division.

The Proposal

The basic proposal to the Compensatory Grants Committee is as follows:

1. That Manitoba Education continue to fund two (2) Community Liaison Worker project positions in the St. Vital School Division.
2. That the funding of these two positions be phased out by Manitoba Education and assumed by the St. Vital School Division and the local community as per the attached funding model.

.../2

3. That the St. Vital School Division develop a model for the portability of the Community Liaison Worker concept and field test this model at Lavallee and Ashworth Schools.

The project and the model are based upon the following phases:

Phase 1: A Community Liaison Worker (CLW) is in place and establishes program and recruits volunteers from the community.

Phase 2: The CLW trains a Co-ordinator of Volunteers who would become responsible for ongoing recruitment and assignment of volunteers at the school.

Phase 3: Gradual withdrawal of direct service by the CLW, increased on-site co-ordination of program by the Co-ordinator of Volunteers, and a gradual phasing in of the Program Co-ordinator.

Phase 4: Volunteer Co-ordinators to be at each school site with one Divisional Program Co-ordinator to be responsible for program development and evaluation, training of Co-ordinator Volunteers and fund raising and other related duties.

The Funding Model

The attached chart suggests how the funding for the proposal could be managed. There are four contributors to this proposal with Manitoba Education completing its commitment to it by 1990.

The St. Vital School Board has given a commitment in principle to the proposal and the funding model. Further, the 1987 Budget has within its structure the means to carry out the financial obligations indicated in the attached chart.

Summary

The benefits to two school communities of the Community Liaison Worker have been demonstrated to us with positive results.

The four schools (three in existence: Victor Mager, Victor Wyatt and Lavallee, and the fourth, on the Ashworth school site, to be ready for occupancy in the Fall of 1988) are part of a common socio-economic area of our Division (see map). Many of the students now attending both Victor Wyatt School and Victor Mager School will form the nucleus of the new Ashworth School.

.../3

Further, we see spin-off benefits such as the following from the expansion of this concept.

1. There will be employment creation for local individuals.
2. There will be opportunities for individuals in the community to develop their marketable skills and become more employable.
3. There will be intangible benefit of having members in our community of enhancing their self-worth through volunteerism.
4. There will be opportunities to utilize students in various faculties at the University in research projects, volunteer programs and data base gathering.

The Last Word

We sincerely hope that you will give our proposal your serious consideration.

We would be pleased to provide any additional information you may require. Please call me at my office (257-7827) at any time.

A. BOYES
Deputy Superintendent

on behalf of
Victor Mager School
Victor Wyatt School
Lavallee School
St. Vital School Division

/st

cc: Trustees
R. Kangas
H. Christie
M.L. Huot
G. Gartrell
Z. Steggles

ST. VITAL SCHOOL DIVISION NO. 6
COMPENSATORY GRANT APPLICATION
April, 1987

COMMUNITY LIAISON FUNDING MODEL

	SCHOOLS				FUNDING GROUPS			
Year	Victor Mager School	Victor Wyatt School	Lavallee School	Ashworth School	Manitoba Education	St. Vital School Div. No. 6	Jobs Fund etc.	Local Community
1985	1.0 CLW				1.0			
1986	1.0 CLW	1.0 CLW			2.0			
1987	.5 CLW 1.0 CV	1.0 CLW	.5 CLW		2.0	.5 CV	.5 CV-	--->
1988	1.0 CV	.5 CLW 1.0 CV	1.0 CLW*	.5 CLW	2.0	1.0 CV	1.0 CV-	--->
1989	.5 Prog. Co-ord.		.5 CLW	1.0 CLW	2.0			
	1.0 CV	1.0 CV	1.0 CV	1.0 CV		1.5 CV	.5 CV	1.5 CV
1990	1.0 Program Co-ordinator			.5 CLW	1.0	.5 Pr Co-ord		
	1.0 CV	1.0 CV	1.0 CV	1.0 CV		1.0 CV	.5 CV	2.5 CV
1991	1.0 Program Co-ordinator					1.0 Pr Co-ord		
	1.0 CV	1.0 CV	1.0 CV	1.0 CV			.5 CV	3.5 CV

* N.B. Also Program Co-ordinator for Victor Mager School

	Approx. Salary (Annual)
PC = Program Co-Ordinator	$30,000
CLW = Community Liaison Worker	$30,000
CV = Co-ordinator of Volunteers	$10,000

PARK CIRCLE SCHOOL

ALTERNATIVE PROGRAM

TRANSCONA-SPRINGFIELD SCHOOL DIVISION NO. 12

2-12

[illegible] 1987

ERA M. DERENCHUK, B.A., M.ED., A.M.M., L.R.S.M.
SUPERINTENDENT OF EDUCATION

TODD M. BARANIUK
SECRETARY-TREASURER

TRANSCONA-SPRINGFIELD SCHOOL DIVISION NO. 12

SCHOOL BOARD OFFICE
760 KILDARE AVENUE EAST — WINNIPEG, MANITOBA
R2C 3Z4

PHONE 224-1271

OUR FILE NO

August 19, 1987

Ms. P. Rowantree
Director
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Ms. Rowantree:

I have received information regarding those projects approved for inclusion in the Compensatory Support Program.

I am very pleased that the Regent Park Community School Liaison Program has received funding support for another year. I am, however, concerned that our Park Circle School proposal for stronger therapeutic support and parental involvement has been rejected.

In earlier discussion with both Mr. King and Mr. Buller, I was informed that there was an appeal procedure. I wish to begin the appeal process at this time.

Any information you can provide regarding this process will be greatly appreciated. I can be reached at the School Board Office at 224-1271 Ext.55.

Sincerely,

G. Saleski
Consultant for Special Education and Student Services
Transcona-Springfield School Division No. 12

GS/eew

cc: Mr. E. Buller

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Transcona-Springfield S.D.#12

SCHOOL: Park Circle

RENEWAL:

NEW: X

PILOT:

REQUEST: $68,000.00

PROJECT: Park Circle Alternative

FILE NO: PR-SD12-387

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends not funding this project.

RECOMMENDATION:

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban Non-Winnipeg
M.E. STAFF PERSON: Jack King
SCHOOL DIVISION: Transcona-Springfield No. 12
SCHOOL: Park Circle

Park Circle Alternative

DESCRIPTION OF NEED

132 (Grade 6-9) students: 17% wards of NEW FACESS, 20% single parent families, 13% unemployment, 33% subsidized housing.

PROGRAM OBJECTIVE

To add a therapeutic component to the present special school program to help troubled adolescents modify home and school behavior so they may return to the mainstream of school life.

PROJECT DESCRIPTION

All students would be received following school referrals and be enrolled at Park Circle for one semester. Two positions are sought: a Home Liaison Worker with Social Work/Psychology background and a Child Care Worker certificated from Red River Community College.

The Liaison Worker - sets up therapeutic plans based on testing, psychological assessments and observation;
- provides treatment for students and establishes home contact by providing information on home dynamics;
- coordinates community resources to student/family.

The Child Care Worker - provides academic support;
- helps supervise students isolated;
- provides liaison between home/school and teacher/student when occasion is warranted.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

- Measuring through pre/post-standardized testing and observation student performances;
- Record-keeping meetings/conferences on cases and student in-class performances
- Survey/interviews of parents, students, teachers and clinic personnel.

RESOURCES REQUIRED

ME Contribution		Division Contribution	
Materials:	$2,000	**Materials:**	
Personnel:	$66,000	**Personnel:**	

TOTAL PROJECT COSTS: $68,000

COMMENTS/CONTINGENCIES

The school is currently receiving special needs funding to ensure a low P.T.R. and to provide additional resource support personnel. Though the program promotes withdrawal, it realistically builds on transition planning to reintegrate these at-risk students. There is a Learning Assistance Centre in Transcona-Springfield School Division No. 12.

STAFF RECOMMENDATIONS

M.E. staff recommends not to fund at this time. Further, the Division should be encouraged to develop the home-liaison component for a funding proposal submission that has a cost-sharing component reflected in the type of therapeutic support detailed in this proposal.

PARK CIRCLE SCHOOL

COMPENSATORY FUNDING PROPOSAL

April 1987

RATIONALE:

Transcona-Springfield School Division #12 has a philosophy stating that all students wish to learn. Some are prevented from learning by any combination of emotional, behavioral, or academic reasons. Each year in Park Circle School and in Transcona-Springfield School Division there are a number of students who, despite our best efforts, are unable to cope in the school system. Park Circle School alone averages two students per year in these circumstances. These students are emotionally disturbed/disturbing to the point where they have to be referred to programs such as Marymound and the McEwan Center.

The staff of Park Circle School has visited Marymound and has received information on the Knowles Center. They focused on both the therapeutic and the academic components.

A divisional cadre consisting of the superintendent, consultant of student services, consultants of senior and middle years and the administration of Park Circle School toured the Knowles Center, the Manitoba Adolescent Treatment Center, and the McEwan Center to get a flavor for the services available to adolescents who are emotionally disturbed. The visitations revealed that individual spaces are very limited with extensive waiting lists for positions that are available. The waiting period ranges from 2 months for girls to six months for boys.

The staff at Park Circle School has perceived the need for a therapeutic component at the school. The divisional need is much greater. The staff would be willing to support the therapeutic principles and modify curriculum and expectations to accommodate students.

DIVISIONAL AND SCHOOL SUPPORT

The school has a compliment of 14 professional staff and seven para professionals. There are 132 students registered in the program. The ratio of professional staff to student is slightly over 9 students for each professional staff. This is slightly less than half of the divisional staffing ratio. The school has a full time and a half time counsellor and three resource teachers. Park Circle also has accesss to Divisional Home Economics and Industrial Arts programs. The shool has access to a Child Guidance Clinic social worker for 1 1/2 days per 6 day cycle and a Child Guidance Clinic psychologist for 1 day per cycle.

The division also funds supplies for the school at one and one-half times the rate given to other middle years schools on a per/student basis. Park Circle has been accepted as part of the networking system in Manitoba and the division has agreed to match the amounts available to the school for professional development, substitute costs, and professional materials. The costs are in the area of $2000. for the start-up phase. Central administration has been very supportive to our program by providing special grants on an as needed basis and by supporting the philosophy of the school.

DESCRIPTION OF PARK CIRCLE SCHOOL

Park Circle School, located at 706 Day Street in Transcona, is a middle years school housing students from grades six through nine. The school is a receiving school for all of the schools in Transcona-Springfield School Division #12.

Most of the students are referred to the school in the Spring of each year. To gain entry the sending schools must complete a 16 page application which lists the academic, organizational, and social/emotional strengths and weaknesses of the students. Students accepted into the program are deemed too weak academically to be successful in the regular junior high programs. These are students who have not been successful with available program modifications made by the sending schools. The applicants are screened by a committee consisting of the middle years consultant, the consultant of student services, and the principals of the sending and receiving schools. The applicants must demonstrate a need for extensive modification of program and/or methodology. Their needs can be academic and/or behavioral. Every student in the program high or low incidence, has an I.E.P. Students can be accepted into the program or leave the program at any time during the year.

A brief description of the students of the school as of November 1986 is as follows:

1. Number of students = 132
2. Twenty-two students are either permanent or temporary wards of NEW F.A.C.E.S.S.
3. Three students have legal guardians other than NEW F.A.C.E.S.S
4. All of the students exhibit learning deficits, behavioral problems, both
5. Twenty-six of the students come from single parent families
6. Twenty-one students are funded at Low Incidence I and three at Low Incidence 2
7. The remainder of the students are considered High Incidence
8. Four students receive private psychiatric care
9. Twelve of the students have step-parents
10. Two students presently receive Student Aid. Eight more applications have been made
11. Ten students have parents who are unemployed
12. About one-third of the students live in subsidized row housing
13. Two students are legally adopted

14. Students with severe medical problems:
    - a) many major operations
    - b) brain sugery
    - c) cancer - 1
    - d) epilepsy - 3
    - e) crushed lung - 1
    - f) childhood arthritis - 1
    - g) heart problems - 1
    - h) migraine headaches - 2

15. Students with minor medical problems:
    - a) allergies - 18
    - b) hearing loss - 4
    - c) ritalin - 3

The students who enter the program have repeated at least once. They are typically a minimum of two years delayed in reading and math. A majority of the students have extensive spelling and writing delays. As of January 30/87 twenty students were sent letters re: serious attendance/late concerns. If the trend continues these students would miss between 36 to 70 school days. In the 1986-87 school year there were five sexual abuse referrals. At present forty-three students are involved with the Child Guidance Clinic for psychology or social work. A quarter of these are on a monitor basis.

DESCRIPTION OF THE COMMUNITY

Transcona is a "bedroom community" on the eastern side of Greater Winnipeg. It has some large industry, the most notable being the C.N.R. shops. Many of the shops workers are long-time residents of Transcona. Economically Transcona ranges from low to upper middle income families. The community has been growing steadily over the past decade. The description of Transcona that we present utilizes information obtained from NEW F.A.C.E.S.S. in Transcona.

Statistics from NEW F.A.C.E.S.S. in Transcona show that there is a definite trend toward an increase in troubled family situations. In April 1985 there were 67 protection cases in Transcona. As of November 1986 there were 198 protection cases. There has been an increase of a half-time social work position for Transcona during this time. There is a turnover of about one-third of the cases every six months. In the perod of a year NEW F.A.C.E.S.S. deal with over 500 families in Transcona alone.

There were 34 foster homes in Transcona in April '85. As of November '86 there were 35 foster homes. The number of protection cases has tripled and there has been an increase of one foster home in Transcona. When we contact the agency we are informed that due to a casework explosion the social workers tend to spend most of their time reacting to crisis situations and family counselling is worked in whenever possible. See the appendix for further information from Transcona NEW F.A.C.E.S.S.

GOAL STATEMENT:

The goal of the Park Circle proposal is to add a therapeutic component to the present program. The purpose of the therapeutic component will be to help troubled adolescents modify school and home behavior and to develop more effective learning and coping skills so thy might successfully return to the mainstream or opt to remain in school. Parental involvement in this component is a key part of this proposal.

OBJECTIVES OF THE PARK CIRCLE PROGRAM

1. The objectives of such a program would be as follows:

   i) to serve as a pilot program for developing a divisional treatment continuum whose focus is the maintenance of students in their community school programs.

   ii) to assist students to develop a set of internal behavioral management controls

   iii) to involve the individual's family in the therapeutic process

   iv) to help classroom teachers understand the special needs of these children through consultation, individualized programming, and follow-up of individual students

BASIC WORKING PLAN TO MEET PROGRAM GOALS AND OBJECTIVES

The initial proposal will be of two years duration. The first phase, September '87 to September '88, will involve the students who presently attend Park Circle School. Phase two will incorporate students from other schools in the division who could benefit from therapeutic input. It will extend from September '88 to September '89.

The population of students that would be served are students who are experiencing problems with one or more of the following:

i) Dysfunctional peer relationships. Students have a documented history of not getting along with peers.

ii) Psychological problems. Students have problems such as depression, high levels of anxiety, or thoughts or attempts at suicide

iii) Physical or sexual abuse. Students would be known to NEW F.A.C.E.S.S. and/or reported through the schools and are experiencing difficulties

iv) Chemical or alcohol abuse or dependency. It would be interfering with school and family functioning.

v) Serious family disturbances.

vi) Authority conflicts.

Many of the students presently attending Park Circle School fit the above criteria and it is critical that we expand our services to them and to others in the division to better meet their special needs. It should be noted that learning disabilities would not be considered a primary handicapping condition for this treatment component.

To qualify for the program the students will have had to be involved with school support personnel and are not meeting the goals of present program modification. The student's family must be willing to support the placement and become actively involved in the student's program and treatment plan. The staff will also have to become actively involved in the placement and follow-up process.

The main thrust of this proposal will be to hire staff members whose primary responsibility would be to contribute to the therapeutic component and to involve parents and community in the school. The therapeutic component would be an integral part of the school component.

The following hirings are proposed:
1) Hiring a home liaison worker with a social work/psychology background. This person would work intensively with individuals and groups in a therapeutic mode and be the primary contact person re: family involvement. He/she would help with the assessment, planning, coordination, and follow-up of the therapeutic component. The worker would help in-service the teaching staff and parents to better cope with and understand emotionally disturbed/disturbing students. Coordination of evening programs such as S.T.E.P. Teen and Alanon for interested parents would also be a part of the job description.

This would be an eleven month position. The individual would be available during Christmas and Spring break as well as for one month during the Summer break. The school would be available to this person and the students/parents in the therapeutic program even though other students/staff may be on holidays.

2. Hiring a child care worker. This person would have a certificate from Red River Community College and have experience dealing with emotionally disturbed students. This individual would be involved with family work as directed by the home liaison worker and with the school work as directed by the case leader.

PROGRAM PROCEDURES

The therapeutic component of the Park Circle program will utilize a transition process. The object will be to obtain the required behavioral changes/coping skills in the shortest amount of time utilizing an intensive therapeutic approach and the supports from the sending school. The students will then be returned to the school population or to the sending school and a follow-up will occur. While in the therapeutic program, therapeutic program goals will supercede but be integrated with academic goals.

Application to the program will be made using the present Park Circle referral form. The therapeutic focus will be made clear in the needs priorizing section. At this point the CGC psychologist will become involved to assess the student and help in determining the need level and designing a suitable program.

A screening committee consisting of the administration, psychologist, home liaison worker, consultant of student services and the middle years consultant will peruse the application(s). The objective will be to determine suitability for the program, priorize applications on a needs basis and set initial timelines for length of stay in the program.

Once a student is accepted into the program a case conference is set up. The student, his/her parents or guardians, the psychologist, home liaison worker, administrator, a counsellor, and a staff member responsible for academics will meet to set up an individual educational plan. The student and parent will be involved in the goal setting and evaluation process. Goals will be priorized, will be short and long term in nature, and will be stated in behavioral terms. Role responsibilities and timelines will be clarified and incorporated into the I.E.P.'s . The therapeutic component will include 30-60 minutes per day of individual or small group therapy with the worker and follow-up with counsellors. The CGC psychologist will help determine and monitor the treatment procedure and all staff will support it in the school. The home liaison worker would work in a therapeutic mode and would also promote continuation of the treatment procedures within the family. This person would have flexible hours as many of the family sessions would have to be in the evenings either at school or in the home of the family.

Student progress will be determined at a case conference once/cycle and goals will be adjusted as necessary. Parents, students, and staff will be involved in evaluating the effectiveness of the treatment component after a one week, one month, and three month interval. The evaluation will be in written form. The evaluation process will be multi-modal in nature - partly anecdotal and partly based on observable baseline data.

If the student is recommended and accepted from another school in the division the sending school would maintain ownership of the student. CGC and resource assessments would be required to help the Park Circle staff assess academic and therapeutic needs. Goals would be evaluated every two to three cycles. The principal or representative from the sending school would attend these sessions. The decision as to whether the student remains or returns to the sending school would be made at these meetings.

Three or four cycles prior to returning a student to his/her home school the following would occur:

i) The team at Park Circle would hold a case meeting. Representatives from the sending school would be in attendance

ii) The therapeutic and program strategies that were used at Park Circle would be discussed with the sending school. Modifications and resources needed at the sending school will be discussed.

iii) A representative from Park Circle would attend the sending school's team or grade level meeting to further facilitate the reintegration.

iv) Follow-up from Park Circle will occur at least four times within the first year or as needed and a yearly follow-up will occur after that. These reports will be in written form and will become part of the program evaluation package.

HOME/COMMUNITY INVOLVEMENT

Parents could become involved in the following ways:

i)Have the parents involved and part of the planning process/not simply written consent

ii)The family would have a direct input into the I.E.P. planning and short and long term goals for the student (academic and therapeutic)

iii)Family liaison would work directly with families in:
  1. specific cases
  2. family meetings/visitations

3. parents groups (in the evenings) ie. sexuality/ communication

iv) The school would initiate a parent drop-in center where parents can come and receive information/talk/discuss concerns. This will be informal and will be coordinated by the home/community liaison staff member.

Families must agree to become actively involved in the student's program at Park Circle - both academic and treatment components.

Community resources such as police, drug and alcohol counsellors, step-teen experts, doctors, counsellors knowledgeable about teenage sexuality etc., will be utilized in evening sessions.

PROGRAM EVALUATION

Program evaluation will be based on the relative success of producing the required changes or making positive changes in the students so he/she can cope in a school setting or opt to remain in school as opposed to quitting or being asked to leave. They will be based on summative evaluations by all participants in the program. Some will be subjective in nature (parent and student) and some will be more objective based on observable data as set out in the behavioral objectives. Some evaluative criteria such as the Walker Behavioral Check Lists will be used as pre and post tests in the natural setting. The evaluation component will be multi-dimesional in nature. It will measure gains in academic achievements of students by using standardized academic tests.

Behavioral differences can be measured using tests such as the Classroom Environment Scale, the Walker Behavior Checklist and the Social Maturity Scale.

The process can be evaluated by keeping records of all meetings that evaluate the progress of the students on the individual educational plans. The demonstrated progress or lack of it will be documented here.

Some of the evaluations will be subjective in nature. Parental and student evaluations of the program and results will be documented. Evaluations from staff at both schools will be objective (based on observable recorded classroom data) and subjective (statements indicating a students progress after the treatment program has occured.)

The program evaluation will be occur after each of the first and second years by the Park Circle and Central office personnel. Criteria will be numbers of students and families who have participated in the program, the written formative evaluations as previously mentioned, the number of parent evening sessions held, and the number of parents who come to information visitations at the school.

At the end of the first and second years a summative evaluation will be written and presented to the school board for their examination. This evaluation will also be the one presented to the Core Area Initiative selection committee.

Once the program has been in place for many years, there will be a horizontal evaluation component. Students will be followed yearly as along as they are in the school system and a written report will be in the student's file.

PROPOSED BUDGET REQUIREMENTS

1. September 1987 - September 1988

i) home liaison worker	$42,000.
ii) child care worker	24,000.
iii) therapeutic music/art supplies	2,000.
TOTAL	$68,000.

2. September 1988 - September 1989

i) home liaison worker	$42,000.
ii) child care worker	24,000.
TOTAL	$66,000.

NOTE: The therapeutic art and music supplies are those which are quite expensive and beyond the school's budget. They include individual projects such as copper tooling and leather work. Computer disks for music will be needed as we are going to be approaching other sources such as the Winnipeg Foundation for a music synthesizer.

These kinds of activities are highly individualistic in nature and will be available only to students in the therapeutic program.

ROLE RESPONSIBILITIES

PRINCIPAL:

-provide ample meeting time to plan and coordinate treatment program, assessments, and parent meetings

-be a part of the screening committee

-take overall responsibility for the program

-coordinate in-servicing for the staff

-provide information to other staffs in the division about the program

-responsible for assigning one member of the cadre as a case manager to coordinate communications and meetings among all the participants

COUNSELLORS

-prime responsibilities are follow-up and reinforcing skills

-provide some information on behavior make-up

RESOURCE TEACHER

-provide present achievement levels (both academic and behavior)

-observe the student in academic settings

-provide information on strengths, weaknesses, and method of processing information

CLASSROOM TEACHER

-provide information as needed

-reinforce the treatment process

-provide close monitoring and follow-up after the therapy has ended

-modify academics so that there is not undue pressure while intensive therapy is in progress

STUDENT

-accept the need for change

-be a part of the process

-be actively responsible for his/her behavior and learning

-attend treatment sessions regularly

-follow through on a specific behavior and program as outlined in the I.E.P.

PARENTS

-be part of the goal setting

-actively support the program by being willing participants in the process

-evaluate their child's progress as they see it

-ensure attendance at school

-visit the school periodically to be aware of the program, process and progress

HOME LIAISON WORKER

-in conjunction with C.G.C. psychologist, will set up a therapeutic plan based on testing, psychology assessments and observations

-work in a treatment or therapeutic mode with individuals or small groups during school hours

-provide information on family dynamics

-coordinates and extends the treatment component into the family setting

-help coordinate community resources that could be of benefit to the student and his/her family

-coordinate evening parent interest groups such as S.T.E.P. Teen, drug and alcohol seminars, information on AIDS, teenage sexuality, communication, and any others where there is perceived to be a demand from the community or social agencies

-help to ensure that the treatment procedure is followed by all teaching staff at Park Circle and at the sending schools

-contact person for sending school to explain the therapeutic process and the modifications that will be necessary to carry out the process

CHILD CARE WORKER

-will provide individual help re: academics

-will help supervise the student if he/she needs to be isolated for time-out purposes

-will be liaison between the academic teachers and the student re: program if the student is not able to be integrated for a short or a lengthy period of time

-will carry out some home liaison duties as outlined by the home liaison worker if needed

The initial proposal is expected to last two years. If the program meets the needs of the students and families, and thusly the division's needs, I feel confident the division will continue to support the program philosophically and financially.

VERA M. DERENCHUK, B.A., M.ED., A.M.M., L.F
SUPERINTENDENT OF EDUCATION

TODD M. BARANIUK
SECRETARY-TREASURER

TRANSCONA-SPRINGFIELD SCHOOL DIVISION NO. 12

SCHOOL BOARD OFFICE
760 KILDARE AVENUE EAST — WINNIPEG, MANITOBA
R2C 3Z4
PHONE 224-1271

OUR FILE NO 3800

April 14, 1987

Mr. Jack King,
Compensatory Grant Program,
Inner City Initiative,
124 King Street,
WINNIPEG, Manitoba,
R3B 1H9.

Dear Mr. King,

Transcona-Springfield School Division No. 12 is committed to providing quality education to all of its students. The Division believes that all students deserve an opportunity to learn; however, a combination of emotional and behavioural conditions may severely limit the learning of some students. Park Circle School is one of the divisional programs designed to provide interventions to assist students to cope with their difficulties.

While the Park Circle program has been successful with many students who cannot function out of the regular classroom setting, it has become evident that the program is not adequately meeting the needs of students with severe social/emotional problems who must have access to ongoing and more intensive therapy. As a result, the Division is seeking support to expand its services to include a therapeutic component in the form of more intense social work/psychology services.

The Park Circle Program will be evaluated formatively and summatively to assist in assessing the effectiveness of the program for students and for determining needed program modifications. Transcona-Springfield School Division No. 12 has demonstrated its support for assisting students with severe difficulties by providing the program at Park Circle School. The Division is constantly striving to enhance its work with these students; our involvement with this project further demonstrates our commitment to these students.

Sincerely,

Vera M. Derenchuk

Vera M. Derenchuk,
Superintendent of Education.

G Salesk

G. Saleski,
Consultant of Special Education
and Student Services.

cc: Vic Sellers, Principal, Park Circle
GS/lm

WINNIPEG SCHOOL DIVISION NO. 1

REPORTS AND INFORMATION

Winnipeg School Division No. 1

			Contingencies Met		Further Info
	Projects:	PR-SD1-	Yes	No	
1.	Elementary Counselling	250	X		Report - Suni
2.	Elementary Migrancy	222	X		Discuss
3.	Special Needs - Division	230	X		Discuss
4.	Wi Wabigooni	194	X		
5.	Aberdeen - Curriculum	184	X		
6.	Cecil Rhodes - Challenge	205		X	Report - Suni
7.	Dufferin - Computer Assisted Learning	201	X		
8.	Greenway - Language Development	214	X		
9.	Principal Sparling Language Development	14	X		
10.	St. John's Attendance Aide	29	X		
11.	Strathcona - Community Teacher Aides	206	X		
12.	Weston Writing To Read	239		X	Report - Suni
13.	Isaac Newton/R.B. Russell Peer Counselling	392	X		

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 27, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Division Wide

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $256,450.00

PROJECT: Elementary Counselling

FILE NO: PR-SD1-250

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $250,200.00 to cover salaries for the following: four full-time positions at Victoria Albert, David Livingstone, William Whyte and Mulvey; .5 positions at Norquay and Dufferin. That funds for a full-time position at John M. King be released upon receipt of a student needs assessment and program outline by July 15, 1987. Further, John M. King be directed to consult with the Pupil Services Coordinator. Panel strongly suggests that in staffing new counselling positions priority be given to trained and/or experienced counsellors. M.E. staff directed to review the evaluation with Winnipeg No. 1 research staff and report to Panel at the September meeting.

RECOMMENDATION: $250,200.00

ELEMENTARY COUNSELLING

- JOHN M. KING SCHOOL

JOHN M. KING SCHOOL
525 AGNES STREET, WINNIPEG, MANITOBA, R3G 1N7, PHONE 775-4404
PRINCIPAL - M. J. PATTERSON B.A. B.ED. M.ED
VICE-PRINCIPAL - T. CHAN B.A. B.ED. M.ED.

JOHN M. KING SCHOOL

proposal for

AN ELEMENTARY GUIDANCE COUNSELLOR

1987

Winnipeg School Division No. 1
RECEIVED
JUN 16 1987
SUPERINTENDENT'S DEPT.

RATIONALE

John M. king school is one of the larger elementary (N-6) schools in the province, currently serving a student population of 834 students. The school's catchment population exhibits many of the identified characteristics of Winnipeg's inner-city schools. Mobility, low income, unemployment, low education level, family breakdown, drug abuse, and child abuse are realities faced by the staff on a daily basis.

The school offers a division-operated breakfast program that accommodates one of the basic needs. Between 130 and 200 students are served with breakfast every day, and many students are served lunches in emergency situations throughout the school year. We also provide clothing to students in need, particularly in the winter months.

Our attendance officer handles approximately 20 new truancy cases each month. The Child Guidance Clinic has 110 active cases in our school, across the disciplines.

Over 50 cases of sexual abuse have been referred to the Child and Family Services office on Ellice Avenue within this current school year. That an office of Child and Family Services has been established to accommodate the needs of our catchment area alone speaks signifigantly to the school needs.

John M. King School has high migrancy rate. In this school year, between October, 1986, and May, 1987, 242 students have transferred in and 267 students have transferred out of our school. A full-time migrancy teacher has an integral part in programming for these children.

As well, John M. King School reflects a diversity of cultures that constitute its community. There is a predominance of new Canadians from South-East Asia. The following is the latest profile on the language spoken by our students in their homes:

LANGUAGE	STUDENTS	%
ENGLISH	319	38
FILIPINO	140	16.8
PORTUGUESE	71	8.5
VIETNAMESE	69	8.4
CANTONESE	48	5.7
CREE	76	9.1
MANDARIN	25	3
LAOTIAN	15	1.8
HINDI	14	1.7
CAMBODIAN	10	1.2
OTHERS: Italian Greek Spanish Punjabi Tamil French	49	5.8

A number of the students have suffered physical and psychological trauma prior to their arrival at Canada. Often, the after-effects of civil strife and family loss are reflected in the students' socialization and learning processes in our school.

For these reasons, the staff and administration of John M. King School have expressed a strong need for a trained guidance counsellor to offer a counselling service and be part of the in-house resource team to assist students.

PROGRAM OUTLINE

We would hope that the major and long-term thrust of the counselling program be preventative in nature, offering the general student population instruction in the areas of personal growth and development for the world in which they live. Skills in effective communication, conflict resolution, decision making, and inter-personal relationships are other general goals of such a program.

The counselling program of John M. King School might consist of the following components:

1) on-going classroom programs in collaboration with classroom teachers on a variety of suitable topics to large group instruction.

2) a support role in implementing the elementary level Health and Family Life Education curricula.

3) individual and/or small group counselling, both preventative and crisis oriented.

4) assistance to students and school staff in crisis management, intervention, and prevention.

5) to work as a member of the school resource team, consisting of resource teachers, migrancy teacher, special needs teacher, attendance officer, Child Guidance Clinic professionals, and the school administrators, in areas such as consultation, program planning and implementation.

6) becoming knowledgeable about the resources available in the community and being able to access them efficiently for the ultimate benefit of the students.

7) liaison between school and the home.

GOALS AND OBJECTIVES

The broad goals and objectives of the guidance counselling program are reflected in day-to-day tasks of the guidance counsellor who could:

1) assist children in establishing and maintaining a sense of self-worth.

2) develop skills in students that deal with life situations.

3) assist students to be more effective citizens both in the school setting and in the community at large.

4) support the school staff by assisting in professional development activities, collaborating on instructional programs, observing students in the classroom, and assisting students with study habits and in the area of learning styles.

5) counsel students and mediate for them in situations of crisis or personal difficulty.

6) share with the school resource team support building for children who have special needs.

7) provide expertise and leadership to all school staff in an Adlerian approach to child growth and development. This particular psychological direction is one in which the school has already had some training.

DURATION OF THE PROJECT

The need for an effective guidance program is accentuated by the crowding of the school population in the area. The requirement of such an essential service is long-term.

EVALUATION

The evaluation format and process should by jointly determined by the school staff, the Winnipeg School Division No. I, and Manitoba Education.

Respectfully submitted,

M J Patterson

M. J. PATTERSON

Principal

John M. King School

June 11, 1987

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Division Wide

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $209,500.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-222

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. continue to fund the following for the 1987-88 school year to a maximum of $209,500.00:

1) full-time positions at John M. King, Mulvey, William Whyte, and Victoria Albert (this is to be one full-time staff person);
2) .5 position at Strathcona;
3) .5 position for department head and department head allowance ($1,000.00).

This funding contingent on the Division submitting a response to the recommendations of the 1986 evaluation by July 15, 1987.

RECOMMENDATION: $209,500.00

MIGRANCY PROGRAM

- John M. King, Mulvey,
  Strathcona, Victoria Albert,
  William Whyte Schools

MIGRANCY PROGRAM

Recommendations

1.1 Based on the literature review, it would appear that provision of a migrancy program in Winnipeg School Division would be beneficial to transferring students.

1.2 Results of the review should be shared with principals and migrancy teachers from the schools which were included in the evaluation.

2.1 Migrancy programs should be organized in a manner consistent with the organizational structure of the schools in which they operate.

2.2 Regardless of the type of organizational structure employed, program delivery must be built on the strengths associated with each structure.

3.1 Each migrancy teacher should have a clearly articulated job description, which is defined by the teacher and principal, in consultation with the migrancy program department head.

3.2 Given the number of migrancy teachers who included contact with external agencies as part of their responsibilities, perhaps their role should be expanded formally to include these duties.

3.3 Maintain the position and responsibilities currently performed by the department head.

3.4 Expand the responsibilities associated with the role of department head to include a clearly articulated role in relationship to principals.

3.5 Provide "percentage of time" guidelines, or at least priorize importance of duties, within the department head job description.

3.6 Clarify the reporting role of the department head position, preferably by having the department head report to the same superintendent as the principals.

3.7 Change the title of department head to a title which more accurately reflects the role played in program coordination.

3.8 Implement a procedure by which variations from delivery of the migrancy program by the migrancy teacher are discussed by the superintendent, principal and department head, in order to ensure that the program will meet all division objectives.

4.1 Principals should assign new students to the appropriate classroom, in consultation with the migrancy and receiving classroom teachers.

4.2 Certain basic elements of the migrancy program, including orientation of the student and parent, assessment of the transferring student and communication with the previous school should be the responsibility of the migrancy teacher. In fact, allotment of a migrancy teacher position to a school should depend on delivery of these basic elements of the program by the migrancy teacher.

5.1 Migrancy teacher positions, either full time or part time, should be determined on the basis of actual numbers of students transferring into a school.

5.2 Additional support (i.e., increased staffing level) should be allocated to schools with a population of students who move frequently (i.e., students who move three or more times in a school year).

5.3 An average of five hours per child for a migrancy teacher to complete an assessment should be used as a guideline in planning staff position allocations. Note: This time is for assessment only, and does not include time to perform all of the other duties associated with delivery of the migrancy program.

5.4 Migrancy teachers should be expected to play a more active role in sharing information quickly with receiving schools, for students who transfer out of their schools.

6.1 Retain the migrancy program.

6.2 Migrancy teachers should receive feedback on the perceptions of their program, in summary form.

6.3 Information gathered from perceptions of programs should be employed to make improvements in program delivery.

7.1 Retain the migrancy program, providing it with the appropriate supports in terms of staffing levels, staffing complement, physical space and proper organizational structure.

7.2 The migrancy program within each school should be developed by the principal. migrancy teacher and migrancy department head, and address each of the following factors which have been identified as impacting on the effectiveness of the program.

1) Organizational structure of the migrancy program should be consistent with the organizational structure of the school as a whole.

2) Each migrancy teacher should be responsible to orient students and parents to the new school, assess transferring students, and establish a communication link with the sending school. Any deviations from this format should be discussed with the superintendent.

3) Additional responsibilities and expectations of the migrancy teacher should be clarified among all three parties.

4) Identification of the supports required to deliver an effective migrancy program should be clarified.

RESPONSE TO RECOMMENDATIONS of MARCH 1986

EVALUATION REPORT

MIGRANCY PROGRAM

1.2 Meetings were held with Migrancy teachers, administrators, and Superintendent's Department, to share results of the review.

2.1)
2.2) Schools determine local organization of support staff, consistent with school needs, and relative to other staff position resources. Case management specific responsibilities locally determined.

3.1 Migrancy Department Head has met with each principal and migrancy teacher, to assist in role definition and implementation responsibilities.

3.2 Responsibility for:
Contact with outside agencies determined at local school level, as part of support staff organization.

3.3 Department Head position will continue. (Supported by Manitoba Education).

3.4 Role of Department Head made more clear through meetings with principals, Inner City Coordinator, Superintendent's Department, Department Head.

3.5 Guidelines developed by Migrancy Department Head and Inner City Coordinator, in relation to changing and evolving needs of position.

3.6 Department Head reports to Inner City Coordinator. All principals do not report to same Superintendent.

3.7 Department Head title deemed most appropriate.

3.8 Through ongoing discussions and meetings, involving Department Head, teachers, Inner City Coordinator, principals, Superintendent; this item has been dealt with.

4.1 Each school develops role responsibilities, relative to placement of new students and in accordance to local structure of support staff organization.

4.2 Process followed. Where/if exceptions occur, those differences are negotiated with Superintendent.

5.1)
5.2)
5.3) In general, the Division attempts to provide support to schools identifying highest degrees of student mobility.

5.4 Strategies to address this item were dealt with by Department Head and migrancy teacher this school year.

6.2 Sharing of research material; meetings with local principals and Department Head to address this item.

6.3 Local program changes addressed through migrancy teacher groups, meetings with principals, etc.

7.1 Migrancy program retained with assistance of Manitoba Education. Attempts made to provide support as indicated relative to building space limitations, etc.

7.2 Items dealt with in previous recommendations.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: William Whyte, King Edward, Dufferin, Norquay, David Livingstone, John M. King, Mulvey, Wellington

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $256,200.00

PROJECT: Special Needs Program

FILE NO: PR-SD1-230

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. continue to fund the following schools for the 1987-88 school year to a maximum of $250,200.00: William Whyte, Norquay, Mulvey, John M. King, King Edward and David Livingstone. This funding contingent on the Division submitting a response to the May 1986 recommendations by July 15, 1987.

RECOMMENDATION: $250,200.00

SPECIAL NEEDS PROGRAM

- WILLIAM WHYTE, NORQUAY,
  MULVEY, JOHN M. KING,
  KING EDWARD, DAVID LIVINGSTONE SCHOOLS

Recommendations

On the basis of the above findings, several recommendations regarding program operation, delivery, and direction were developed.

1) Program goals, criteria and process within each school should be clearly articulated and available to all staff in written form.
2) Programs should be geared to intervene in specific areas for development (e.g., focus on beginning consonants, not just language development).
3) Plans of action, incorporating follow-up strategies, should be developed and recorded for each student.
4) Although any withdrawal program would be effective if Recommendations 1, 2 and 3 were implemented, the most effective use of a special needs teacher's time would appear to be as follows:
   - .5 - deliver time-limited, specific programs to small groups of students, either on a withdrawal or in-class basis
   - .5 - assess, plan, follow-up students who are identified as having special needs
     - work in designated regular classes with the classroom teacher
     - provide individual assistance, on a withdrawal or in-class basis
     - record and document for each special needs child.
5) Children currently in low-enrolment classes for the purpose of receiving a regular curriculum should be integrated into regular classroom with support as required.
6) Review and adopt proposed program goals in order to afford direction to the overall special needs program.
7) Formalize the sharing process among special needs teachers in the division.
8) Appoint a special needs program coordinator, who would be responsible to consult on program implementation, operation and support and to facilitate professional development for special needs teachers.
9) Establish programs designed to address emotional problems which are the result of high mobility, abusive, violent and neglectful family lives. Each of these programs should be appropriately resourced with:

   1 male teacher;
   1 female teacher; and,
   1 child care worker.

   Careful development of each program (e.g., one-year planning phase) is suggested, in order to ensure program success.
10) Share the results of the present evaluation with all those principals and teachers who are involved in the delivery of a special needs program. Those who were included in the present evaluation should receive a copy of their results, in summary form.

RESPONSE TO RECOMMENDATIONS OF MARCH, 1986 SPECIAL NEEDS PROGRAM

EVALUATION REPORT

1. Program descriptions developed, recorded, shared. (Enclosed)

2. Individual schools determine scope of program, relative to identified needs and other supports in place. Students are serviced on time limited basis for diagnosed developmental needs.

3. Schools have been requested to develop and record action plans with follow-up strategies. Request by Superintendent's Department.

4. All program schools are aware of recommendation, and have incorporated the process to varying degrees dependent upon local school needs and organizational strategies.

5. Process of student integration occurs in various ways at each school, dependent upon local needs and organizational structure.

6. Goals have been adopted with emphasis differences from program to program at local school sites.

7. The sharing process has been formalized. (Special Needs Teacher Support Group enclosed).

8. Responsibilities relative to professional development have been assigned to Inner City Coordinator.

9. Model suggested not implemented.

10. Evaluation results have been shared with principals and teachers involved as well as other special needs teachers.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Wi Wabigooni - Victoria Albert

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $44,700.00

PROJECT: Wi Wabigooni Alternative Program

FILE NO: PR-SD1-194

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $43,700.00 for 1987-88 contingent upon St. Ignatius continuing to provide facility rent until November 1988 and Division assuming the two aide salaries. Funding includes one teacher ($41,700.00) and $2,000.00 for materials. This funding contingent upon the Division submitting an action plan for recommendations 5-8 July 15, 1987 and a report on their implementation by April 15, 1988.

RECOMMENDATION: $43,700.00

WI WABIGOONI PROGRAM

- VICTORIA ALBERT SCHOOL

VICTORIA-ALBERT SCHOOL

110 Ellen Street
Winnipeg, Manitoba
R3A 1A1
Telephone 943-3459

Principal
R.K. Chohan
B.A., B.Ed., Dip.Ed., M.A.(Ed.)

Vice-Principal
J.F. Pitts
B.Sc., B.Ed., M.Ed.

Winnipeg School Division No. 1
RECEIVED
JUN 29 1987
SUPERINTENDENT'S DEPT.

June 29, 1987

TO: A. D. Krahn
Assistant Superintendent (Elementary).

FROM: R. K. Chohan
Principal

RE: **RECOMMENDATIONS - WI WABIGOONI**

A regular communication plan between K. Chohan and teacher to ensure decision making within Division policy. Decision making to encompass classroom needs.

Within the budget provided, accounting procedures will be established.

That the food component of Wi Wabigooni be established with the assistance of Judy Ralph. That a snack program be started for the Wi Wabigooni students. These students are eligible to attend the breakfast program which is available at Victoria-Albert School proper.

The school will try to acquire within the budget, equipment such as computers and peripherals, (software may be used from Victoria-Albert proper), television, typewriter and one lunch table.

5. Please see attached for teacher description. Teacher Aide description from Winnipeg School Division No. 1.

6. An answering machine has been provided for the program. All typing for records, letters to parents, notes and other forms is to be done through Victoria-Albert office staff. the program is provided with two aides who would be able to provide some assistance with the telephone/office duties.

   Since the students accepted into the program are channelled through Victoria-Albert, this should lessen the record keeping on intake students.

7. The resource teacher will continue to provide one day per cycle to Wi Wabigooni for the purposes of:

   - assessments and interpretations of same;
   - programming assistance;
   - material recommendation/acquisition;
   - introduction of new teaching techniques;
   - implementation of curriculum;
   - coordinating and organizing intake meetings as well reintegration meetings.

8. Materials and facilities as mentioned in Consultant's report will be continued.

/cem

WI WABIGOONI

Job Description: Teacher

1. The teacher in the Wi Wabigooni Program shall assume all responsibilities usually ascribed to any teacher in The Winnipeg School Division No. 1, as attached.

2. In addition the teacher in the Wi Wabigooni Program has the following duties:

   2.1 Duties related to the off-site location of the program:

   a. To find an appropriate site in the vicinity of the liaison school to which Wi Wabigooni is attached.

   b. To negotiate the lease for the site; to maintain a relationship with the host site and other occupants.

   c. To work with the St. Ignatius Association in support of Native Peoples to raise the money for facility rent.

   d. To ensure the daily safety of the site and of the students travelling between the liaison school and the program.

   2.2 Duties related to the two teacher aides:

   a. To participate in the hiring of appropriate teacher aides by:

      i. seeking out appropriate candidates; and
      ii. recommending candidates to the principal.

   b. To supervise the daily fulfillment of responsibilities by the aides.

   c. To plan and supervise the academic work that aides carry out with the students.

   d. To train the aides in appropriate teaching and discipline strategies.

   e. To assume responsibility for and to share with the aides all supervision of students before, during and after the school day, including lunch program.

   2.3 Duties related to the programming for students:

   a. To plan individualized programs for students.

   b. To research, order and maintain a variety of educational resources in the program.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Aberdeen

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $59,500.00

PROJECT: Curriculum Development

FILE NO: PR-SD1-184

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $44,700.00 each year for two years to cover the following:

1) 9/12 project coordinator	$33,000.00
2) materials and equipment	3,000.00
3) staff development	2,500.00
4) fee-for-service/honorarium	2,000.00
5) summer writing project	4,200.00

Funding is contingent upon the Division contributing $2,500.00 for release time and secretarial assistance and that an update of activities be submitted by April 15, 1988.

RECOMMENDATION: $44,700.00

THE WINNIPEG SCHOOL DIVISION NO. 1
1577 Wall Street East, Winnipeg, Manitoba R3E 2S5

July 6, 1987

Ms. S. Matthews, Program Consultant
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Suni:

As per the information provided by Pauline Clarke to the Compensatory Panel, the Winnipeg School Division is prepared to provide up to $2500. for release time and secretarial assistance for the Curriculum Development Project at Aberdeen.

I trust this information will meet the contingency outlined in the recommendation related to this project.

Sincerely

Jan

Janet M. Schubert
Assistant Superintendent
Secondary Schools

/ac

p.c. P. Clarke
G. Moore, Principal, Aberdeen

THE WINNIPEG SCHOOL DIVISION NO. 1

1577 Wall Street East, Winnipeg, Manitoba R3E 2S5

July 6, 1987

Ms. S. Matthews, Program Consultant
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Suni:

As indicated to you, the Winnipeg School Division will **not** be requesting funding for the Challenge Program at Cecil Rhodes under the contingencies outlined in recommendation from the Compensatory Panel.

Mr. Mutchmor and I may be pursuing an alternative location for a gifted and talented program in the format outlined.

If a suitable location is determined, we will submit a proposal for the Fall round of submission of proposals.

Thank you.

Sincerely

Jan

Janet M. Schubert
Assistant Superintendent
Secondary Schools

/ac

p.c. P. Clarke
R. Skett, Principal, Cecil Rhodes
R. Mutchmor

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg Manitoba CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Cecil Rhodes

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $25,030.00

PROJECT: Challenge Program

FILE NO: PR-SD1-205

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $25,030.00 for .5 teacher position ($22,000.00) and materials ($3,030.00) contingent upon the Division submitting by July 15, 1987 and M.E. staff approving the following:

1) a definition of the student population identified for the program;
2) a model for a collaborative program which includes the resource/enrichment teacher going into the classrooms, involvement of classroom teachers and the development of a clear, philosophical statement. This model to be developed in collaboration with M.E. staff.

That M.E. staff report back to Panel in September on the program and the desire of the Division to proceed with a clear program design.

RECOMMENDATION: $25,030.00

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Dufferin

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $$7,500.00

PROJECT: Computer Assisted Learning Program

FILE NO: PR-SD1-201

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $5,750.00 pending salary discussions with Winnipeg No. 1 for .5 aide position for the school year 1987-88. Funding contingent upon submission of a professional development plan for the aide by July 15, 1987 with the Division responsible for any costs incurred in implementing the plan. A progress report to be submitted which would include a list of professional development activities by April 15, 1988.

RECOMMENDATION: $5,750.00

COMPUTER ASSISTED LEARNING
IN A
SPECIAL EDUCATION CLASS

- DUFFERIN SCHOOL

Dufferin School

545 Alexander Avenue
Winnipeg, Manitoba, R3A 0P1
Telephone (204) 774-3409

Donna M. Green, B.T.
Principal

July 3, 1987

To: Mr. A. D. Krahn, Assistant Superintendent (Elementary Schools)

From: Donna Green, Principal, Dufferin School

Re: Compensatory Program - Professional Development Plan for Aide

For the following year the Special Education Computer Assisted Learning Program aide will be assisted by:

1. The facilitation of arranged visits with other schools/classrooms where there are computer programs; programs that will be considered should have computer aides and the visitations will focus on observation and idea sharing.
2. The facilitation of the aide to attend appropriate computer inservices whenever possible.
3. Placing a focus on language development so that the aide can learn ways of stimulating language with the children
   a) through the teachers in the program
   b) through attendance at appropriate inservices
4. An emphasis on being more involved in classroom activities for the purpose of:
   a) developing an awareness of the "whole" child in the learning environment;
   b) becoming aware of each child's level and of the teacher's expectations of same;
   c) acquiring more knowledge on how to better assess the progress of each child at the computer.

I hope that this plan meets your expectations. In the implementation of the plan we will be utilizing the resources of the Coordinator of Computer Services, teachers involved in the program, the school administrator and staff, and other Divisional supports.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Greenway

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $14,550.00

PROJECT: Language Development Program

FILE NO: PR-SD1-214

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $12,500.00 pending salary discussions with Winnipeg No. 1 for full-time aide position ($11,500.00) and $1,000.00 materials for the school year 1987-88 to coincide with the completion of the Early School Years evaluation. Funding contingent upon the Division submitting a complete financial statement to date by July 15, 1987 and that M.E. receive a progress report by April 15, 1988 summarizing implementation of evaluation recommendations.

RECOMMENDATION: $12,500.00

EARLY SCHOOL YEARS LANGUAGE DEVELOPMENT

- GREENWAY SCHOOL

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

Attached is an outline of expenditures related to the Compensatory Project at Greenway School.

The position of Volunteer Coordinator has been funded under this grant. Confusion has arisen since this salary was related to the salary of a teacher aide.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

Early School Years Language Development - Greenway School

January 1986 to June 1986	
Salary & Benefits	$5,927.82
Materials	962.58
Other- Evaluation	23.53
July, 1986	
Salary & Benefits	303.80
Other- Evaluation	554.40
September 1986 to December 1986	
Salary & Benefits	3,788.18
Materials	2,080.26
Other-	-
January- June, 1987	
Salary & Benefits	5,210.57
Materials	566.91
Other	-
TOTAL	$19,418.05

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Principal Sparling

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $13,500.00

PROJECT: Language Development Program

FILE NO: PR-SD1-14

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $13,620.00 for the 1987-88 school year. Two .5 ethnic aide positions at $5,750.00 each (pending salary discussions with Winnipeg No. 1), $1,000.00 in materials and $1,120.00 maximum for professional development. Funding contingent upon receipt of a plan for professional development by July 15, 1987. A progress report which includes the list of professional development activities and the implementation of recommendations to be submitted by April 15, 1988.

RECOMMENDATION: $13,620.00

EARLY SCHOOL YEARS LANGUAGE DEVELOPMENT

- PRINCIPAL SPARLING SCHOOL

Principal Sparling School
Language Development Program

PROFESSIONAL DEVELOPMENT FOR INDIGENOUS AIDES

After assessing the professional needs of the aides, through consultation with the principal, classroom teachers, resource team and Early Childhood Coordinator, the following professional development program is proposed:

1. Inservices Developed for ELDNS Aides:

   Some topics include:

   - Language Development
   - Child Development
   - Storytelling
   - Bookmaking
   - Scribing
   - Value of Reading to Children
   - Observation Techniques

2. The Resource Team will provide assistance for the aides in the implementation of the following:

   - Observation Techniques
   - Child Development/Language Development
   - Storytelling

Submitted by:

Madeline Davidson, Resource
Orysia Velychko, Principal

0/06/87

PROFESSIONAL DEVELOPMENT PROGRAM

1987 - 88

Submitted on behalf of:

PRINCIPAL SPARLING SCHOOL

By: Orysia Velychko
Principal

and

Madeline Davidson
Resource Teacher

18/06/87

Reasons for Implementing Professional Development Program for Aides.

The objectives of the Language Development Professional Development Program are:

1. To provide time to do intensive, individual language programming for children in the program.

2. To allow for attendance at workshops, conferences and training sessions related to language development.

3. To plan and develop the language development program as a school team including time to have input from the principal, classroom teachers, resource teacher and C.G.C. support personnel.

4. To focus on extending the language development program in the community by involving parents in learning the techniques and skills necessary to do language development in the home.

5. To visit other language development aides (eg. The Early School Years Project) to observe a variety of language development techniques.

6. To visit the Home Language Assistant(s) (Early School Years Project) to observe techniques to implement at Principal Sparling in a home visiting program.

7. To have a parents night for the aides to demonstrate techniques used in the program which are applicable to the home.

PROFESSIONAL DEVELOPMENT PROGRAM

PERSONNEL	GOALS
Ethnic Aides: .5 Portuguese .5 Filipino	- develop techniques/skills in native language assessment, under supervision of resource and C.G.C. team. - develop skills in fostering identified students' vocabulary, concept and expressive language development - act as a liason with community to provide techniques/skills for parents in a variety of ways including a parents' night for the parents to interact with the aides and observe techniques used in the program, and applicable to the home - to implement a home visitation program, under the supervision of the Resource, & CGC team, to demonstrate games/books available through the parents lending library which may be used to foster language development in the home

. . ./2

PERSONNEL	GOALS
Classroom Teachers	- meet on a regular monthly basis to discuss the ongoing progress of students in the program
	- to participate in programming to ensure carryover of skills/concepts learned
Resource Team (Resource Teacher and Resource Withdrawal Teacher)	- to meet on a regular weekly basis to discuss the ongoing progress of students in the program
	- to provide ongoing aide training
	- to initiate home visitation program for aides to visit homes of children in program to provide language development techniques
	- to initiate parents' night for parents of children in program to observe aides demonstrating language development skills concepts
Child Guidance Clinic	- assistance in ongoing professional development for aides
	- inservice training to Language Development Program volunteers
Early Childhood Consultant	- assistance in ongoing professional development in language development area
Language Arts Consultant	- assistance in ongoing professional development in language development area

BUDGET 1987-88

Registration Costs: (workshops, conference cost, training sessions, speakers related to language development)	$ 200.00
Cost to provide 1/2 morning/wk/aide to implement professional development goals as outlined	920.00
	$ 1,120.00

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: St. John's

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $11,700.00

PROJECT: Attendance Program

FILE NO: PR-SD1-29

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $11,500.00 pending salary discussions with Winnipeg No. 1 for an aide position for the school year 1987-88 and that the evaluation be distributed to other inner city secondary schools as per recommendation #4. Funding contingent upon the submission of an evaluation plan by July 15, 1987 which addresses the plan for collecting specific data indicating improvement in daily attendance. An evaluation report including specific data to be submitted by April 15, 1988.

RECOMMENDATION: $11,500.00

THE WINNIPEG SCHOOL DIVISION NO. 1

1577 Wall Street East, Winnipeg, Manitoba R3E 2S5
Telephone (204) 775 0231

RECEIVED
JUL 15 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

July 15, 1987

Ms. S. Matthews, Program Consultant
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Suni:

Enclosed is the evaluation plan for the St. John's attendance program.

The Division's Research Department will be responsible for data collection and for the drafting of a report.

Thank you for your consideration of this proposal.

Yours truly,

Jan

Janet M. Schubert
Assistant Superintendent
Secondary Schools

Enclosure

p.c. Wenda Dickens
Pauline Clarke
Heather Sharman

:pd

APPENDIX 2

THE WINNIPEG SCHOOL DIVISION NO. 1

Superintendent's Department

COMPENSATORY PROJECTS

EVALUATION PLANS - 1987/88

Name of Project: St. John's Attendance Program

Objective of the Project:

1. To reduce the absentee rate at the junior high level by preventing students from developing chronic attendance problems.
2. To inform parents on a regular basis when students are absent and to encourage parents to assume the responsibility of informing the school if children are going to be absent.
3. To determine as much as is possible the reasons for absenteeism in an attempt to change those that are school and program related.

Purpose of Evaluation: To determine whether there was improvement in the daily attendance of those students involved with the attendance aide.

Specific Topics to be Evaluated: To examine the attendance records for previous year (grade 6 record of attendance for grade 7 & 8; grade 7 & 8 records for grade 9)

Personnel Assigned: Kim Browning

Percentage of Time Assigned:

Assistance from Others Required: School personnel and Research Department

Estimated Cost:

Reporting Deadline: April 15, 1988

Interim Report: ______________

Final Report: April 15, 1988

Closing Date of Project: June 1988

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Strathcona

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $31,000.00

PROJECT: Community Teacher Aide

FILE NO: PR-SD1-206

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $24,000.00 for two full-time aide positions ($23,000.00 pending salary discussions with Winnipeg No. 1 and $1,000.00 to be used to provide professional development activities for the aides). That aides be responsible for attendance call-back, outreach and classroom support components of the program. Funding contingent upon submission of a proposed professional development plan by July 15, 1987. That a progress report which includes a list of professional development activities provided for aides be submitted April 15, 1988.

RECOMMENDATION: $24,000.00

COMMUNITY TEACHER AIDE - STRATHCONA SCHOOL

STRATHCONA SCHOOL

June 18 , 1987

TO - **A. Krahn - Assistant Superintendent of Elementary Schools**

FROM - J. Drzystek - Acting Principal

RE - **COMMUNITY TEACHER AIDE PROFESSIONAL DEVELOPMENT PROPOSAL**

After consultation with the Community Teacher Aides and Maureen Rodniski , Early Childhood Consultant , I have developed a process which , hopefully , will meet the needs of Inner City Initiatives in relation to professional development.

The Community Teacher Aides will be welcome to participate in the in-services which will be provided to E.L.D.N.S. aides. They include topics such as : Language Development , Story Telling , Book Making , Scribing , The Value of Reading to Children , Child Development.

The Resource Teachers at Strathcona will provide assistance to the aides in two areas - concrete mathematics materials use and the writing process as a language development experience.

We will also attempt to access assistance in the area of "Outreach Work and Information Sharing".

The $1,000.00 allotment will be used to cover the cost of substitutes , possible registration costs , and miscellaneous materials.

The professional development program will be carried out over the course of the 1987-88 school year.

I hope this meets with your satisfaction.

cc - N. McAlpine

Winnipeg School Division No. 1
RECEIVED
JUN 19 1987
SUPERINTENDENT'S DEPT.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Weston

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $13,000.00

PROJECT: Writing To Read Program

FILE NO: PR-SD1-239

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $11,500.00 pending salary discussions with Winnipeg No. 1 for the computer aide position. Funding contingent upon the Division initiating action on recommendations of the evaluation before the end of the school year. This is the last year of funding. Evaluation to be submitted June 30, 1988 which includes comparison of reading and writing skills from beginning to end of the school year.

RECOMMENDATION: $11,500.00

THE WINNIPEG SCHOOL DIVISION NO. 1

Superintendent's Department

COMPENSATORY PROJECTS

Evaluation Plans - 1987/88

September 8, 1987

Name of Project: Writing to Read Program - Weston School

Objective of the Project: To continue monitoring the effectiveness of the Writing to Read Program

Purpose of Evaluation: To follow up on the academic gains (reading and writing skills) of children who participated in the Program both this year (1987/88) and last (1986/87)

Specific Topics to be Evaluated: Tracking of children who were in the Program and at Cecil Rhodes last year and includes testing of:

1. Pre-Primary pre-emergent reading skills
    a) Braun-Neilsen in Sept. & June
    b) MAT Primer in Sept. & June
    c) Writing test in Sept. & June

2. Grade 1 pre-reading skills
    a) Braun-Neilsen in Sept. & possibly later
    b) MAT Primer in Sept.
    c) MAT Primary 1 in June
    d) Writing test in Sept. & June

3. Grade 2 reading skills
    a) MAT Primary 1 in Sept. (including Spelling subtest)
    b) MAT Primary 2 in June
    c) Writing test in Sept. & June

Please see Addendum

Personnel Assigned: Research Department; Early Childhood Consultant

Percentage of Time Assigned: See Table 1

Assistance from Others Required: Classroom Teachers, Principal

Manitoba

Education
Inner City Initiatives
124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Isaac Newton and R.B. Russell

RENEWAL:

NEW: X

PILOT:

REQUEST: $52,800.00

PROJECT: Peer Counselling

FILE NO: PR-SD1-391/392

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding to a maximum of $32,900.00 for one year only.

Funds to cover:

1) .5 counsellor at R.B. Russell - $22,000.00;
2) materials at R.B. Russell - $1,800.00;
3) materials at Isaac Newton - $3,600.00;
4) training supports to a maximum of $5,500.00.

Funding contingent upon the receipt of a letter from the secondary superintendent indicating that the designated counsellors in these schools will be receiving the required training necessary to establish a peer counselling program and that R.B. Russell is committed to the development of a secondary peer counselling program. The professional development workshop (peer counselling training) to be provided for by the Hugh John Macdonald peer counselling project staff and pupil services coordinator. That an evaluation be submitted by April 15, 1988.

RECOMMENDATION: $32,900.00

THE WINNIPEG SCHOOL DIVISION NO. 1
1577 Wall Street East, Winnipeg, Manitoba R3E 2S5

July 6, 1987

Ms. S. Matthews, Program Consultant
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Suni:

As requested in the recommendation from the Compensatory Panel on the Peer Counselling Project at R. B. Russell and Isaac Newton, the following information is provided:

1. The counsellors involved in the Peer Counselling project are:

   Sharon Pekrul - R. B. Russell

   Bob Koshowski
   Jeanne Pauls - Isaac Newton

2. Those staff involved who have not received the required training will receive the training early in the 1987-88 school year.
3. Maxine Zimmerman has indicated that she is committed to developing a peer counselling program for the grade ten students.

I trust that this is the information required by Manitoba Education.

Sincerely

Jan

Janet M. Schubert
Assistant Superintendent
Secondary Schools

/ac

p.c. P. Clarke
M. Zimmerman, Principal, R. B. Russell
B. O'Leary, Principal, Isaac Newton

NON-WINNIPEG NO. 1

REPORTS AND INFORMATION

NON-WINNIPEG NO. 1

PROJECTS	PR-SD-	CONTINGENCIES MET YES	CONTINGENCIES MET NO	FURTHER INFORMATION
1) ST. BONIFACE #4 Marion Learning Assistance Program	4-117	X		REPORT 15/04/88
2) ST. BONIFACE #4 Marion/Frontenac Language Dev. Program	4-118	X		REPORT 15/04/88
3) SEVEN OAKS #10 Edmund Partridge	10-308	X		FINAL EVAL. 15/04/88
4) SEVEN OAKS #10 Elwick & O.V. Jewitt	10-307	X		FINAL EVAL. 04/15/88
5) TRANSCONA-SPRINGFIELD #12 Regent Park	12-177	X		FINAL EVAL. 15/04/88
6) RIVER EAST #9 Princess Margaret Elementary Guidance	9-396	X		
7) RIVER EAST #9 Hampstead Community Liaison	9-095			FINAL EVAL. 15/04/88
8) ST. VITAL #6 Victor Mager Community Liaison	6-180			

MARION SCHOOL

LEARNING ASSISTANCE CENTER

ST. BONIFACE SCHOOL DIVISION NO. 4

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Boniface S.D.#4

SCHOOL: Marion

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $54,420.00

PROJECT: Learning Assistance Program

FILE NO: PR-SD4-117

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding be maintained at $45,000.00 for two years contingent upon the Division continuing to commit one full-time teacher's aide to the Centre. Annual progress reports to be submitted April 15, 1988 and April 15, 1989.

RECOMMENDATION: $45,000.00

MARION/FRONTENAC SCHOOLS
LANGUAGE DEVELOPMENT PROGRAM
ST. BONIFACE SCHOOL DIVISION NO. 4

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Boniface S.D.#4

SCHOOL: Marion/Frontenac

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $23,000.00

PROJECT: Language Development Program

FILE NO: PR-SD4-118

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding for two years at $12,000.00 per year with matched funding from the Division ($11,000.00 - staff; $1,000.00 - materials). That annual progress reports be submitted April 15, 1988 and April 15, 1989.

RECOMMENDATION: $12,000.00

EDMUND PARTRIDGE SCHOOL

LEARNING ASSISTANCE CENTER

SEVEN OAKS SCHOOL DIVISION NO. 10

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Edmund Partridge

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $51,000.00

PROJECT: Learning Assistance Centre

FILE NO: PR-SD10-308

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of an additional $16,200.00 to continue the .67 cooperating teacher to June 1988. Funding contingent upon the Division's continuing contribution of .5 teacher's aide and .5 cooperating teacher. A final evaluation to be submitted April 15, 1988.

RECOMMENDATION: $16,200.00

SEVEN OAKS SCHOOL DIVISION #10
375 Jefferson Avenue • Winnipeg, Manitoba R2V ON4 • 586-9651

RECEIVED
SEP 3 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

September 1, 1987

Ms. Carolyn Loeppky,
Inner City Initiatives,
124 King Street,
WINNIPEG, Manitoba
R3B 1H9

Dear Carolyn:

I am writing to confirm that the contingency for both the Edmund Partridge Learning program of .5 teacher aide and .5 teacher position funded by Seven Oaks School Division as well as the two half time elementary guidance positions at Victory and Margaret Park Schools have been met.

Please do not hesitate to call me if you have any further questions.

Yours truly,

Helen Loeppky,
Assistant Superintendent.

HL/ek

ELWICK AND O.V. JEWITT SCHOOLS
ELEMENTARY GUIDANCE PROGRAM
SEVEN OAKS SCHOOL DIVISION NO. 10

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Elwick and O.V. Jewitt

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $75,000.00

PROJECT: Elementary Guidance Program

FILE NO: PR-SD10-307

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $37,500.00 to provide two .5 elementary guidance positions contingent upon the Division continuing to provide matched funds to maintain another two .5 positions at Margaret Park and Victory Schools. Final evaluation to be submitted by April 15, 1988.

RECOMMENDATION: $37,500.00

REGENT PARK SCHOOL
COMMUNITY LIAISON WORKER
TRANSCONA-SPRINGFIELD SCHOOL DIVISION NO. 12

4-12

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: Transcona-Springfield S.D.#12

SCHOOL: Regent Park

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $35,000.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD12-177

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends to continue funding for $27,500.00 (based on $2,500.00 per month for 11 months) for the community liaison worker position and that no further funds be provided for the paraprofessional. Funding is contingent upon submission by July 15, 1987 of:

1) an evaluation plan;
2) a working plan that indicates ways to operationalize the objectives in following areas: a) more emphasis on home visits by community liaison worker; b) establishment of evening programs for students and adults; and c) development of stronger needs assessment data from the community.

Final evaluation to be submitted April 15, 1988.

RECOMMENDATION: $27,500.00

Home-School Liaison Project
Regent Park School
Murray Guenther
June 30, 1987

Submission of Panel Recommendations

(1) Evaluation Plan

To continue goals and objectives initially established by the project. (Some objectives will be given priority over other other objectives).

Will explore the feasibility of:

(a) Before and After School Program:

initiator - Liaison Worker

supports - Parks & Recreation, Volunteers, Service Groups, School Staff, etc.

planning - September/October

implementation - November

(b) Breakfast Program:

initiator - Liaison Worker

supports - Volunteers, Service Groups (Kinsmen, New Facess, Staff)
planning - September/October

implementation - November

The above goals are dependent upon feasibility research during September/October.

(2) Working Plan

To develop stronger needs assessment, establish more evening programs and more home visits.

Activities (Expanded)

(1) Home Visits:

initiator - Liaison Worker

supports - School Staff, C.G.C., Volunteers

purpose - follow up to call back, lateness, absenteeism, referrals, etc.

goal - to attempt to visit every school home at least once. (phone contact with others).

projected time - 2/3 afternoons/week
8 - 10 Hrs./week (1/4 of total job)

(2) Workshops:

initiator - Liaison Worker

supports - C.G.C., Social Services, New Facess, etc.

purpose - to provide more workshops for parents.

goal - double amount of workshops. (2 - 3 per month).

projected time - 4 hrs. / week (includes planning, advertising, preparation).

3) Identifying Services:

initiator - Liaison Worker

supports - School Staff, C.G.C., New Facess, etc.

purpose - to provide more information to parents - pamphlets, posters, workshops, etc.

goal - to clearly identify community services.

projected time - 3 hrs. / week

4) Volunteers:

initiator - Liaison Worker

supports - School Staff (Other Volunteers)

purpose - provide support for school volunteers.

goal - to let volunteers know they're appreciated.

5) Call Back Program:

initiator - Para

supports - School Staff, Volunteers

purpose/goal - maintain whereabouts of all students.

projected time - 15 hrs. / week (1/2 of total job).

Programs to be Continued With Less Emphasis

(1) Clothing Depot
(2) Material (Book) Lending
(3) Operation of Resource Centre (day to day maintenance)
(4) Working with Students
(5) School Responsibilities

NOTE: The above plan has been developed with the anticipation of having a full time para position for next year.

Murray Guenther

Murray Guenther
Home-School Liaison Worker

MG/ah

PRINCESS MARGARET SCHOOL
ELEMENTARY GUIDANCE COUNSELLOR
RIVER EAST SCHOOL DIVISION NO. 9

Manitoba

Education Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: River East S.D.#9

SCHOOL: Princess Margaret

RENEWAL:

NEW: X

PILOT:

REQUEST: $33,000.00

PROJECT: Elementary Guidance and Community Liaison

FILE NO: PR-SD9-396

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $32,500.00 (.5 Elementary Guidance at $20,000.00 and .5 Community Liaison at $12,500.00 based on 10 months at $1,250.00).

Funding contingent upon submission of the following by July 15, 1987:

1) job description for both positions;

2) assessment of staff development needs.

An interim report to be submitted April 15, 1988 and a final evaluation by April 15, 1989.

RECOMMENDATION: $32,500.00

4-19

River East School Division No.9

SUPERINTENDENT'S DEPARTMENT
589 ROCH STREET
WINNIPEG, MANITOBA, R2K 2P7
TELEPHONE 667-7130
AREA CODE 204

July 2, 1987

RECEIVED
JUL 3 1987
CORE AREA TRAINING AND
EMPLOYMENT AGENCY
DEPARTMENT OF EDUCATION

Ms. Pat Rowantree, Director
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Ms. Rowantree:

Pursuant to the approval of the Compensatory Project at Princess Margaret School, enclosed please find, as submitted by the administration of Princess Margaret School:

(1) Role Description for the Elementary Guidance Counsellor

(2) Role Description for the Community Liaison Worker

(3) Staff Development Needs Plan

I trust this will meet the contingencies as required for us to proceed with this project.

Yours truly,

W. W. Melnyk

W. W. Melnyk,
Superintendent

WWM:vp
Encs.
c.c.
Mr. H. J.Jonasson, Deputy Assistant Superintendent
Mr. F. Plessis, Secretary-Treasurer

ELEMENTARY GUIDANCE COUNSELLOR DESCRIPTION

RATIONALE

Teachers frequently indicate that a goodly portion of their students exhibit an inability to concentrate, lack social skills, possess low self esteem and are often from unstable home environments. Therefore a counsellor program based on preventative and developmental aspects is seen as a necessity.

The program would be based on a team approach involving the resource teacher, the E.S.L. teacher, Community Liaison,clinicians, the social worker and the guidance counsellor. Each of those involved would have specific areas of expertise and these would be shared in order to promote positive outcomes for the students. Each would bring to the team an assessment of the child's needs as defined by the professional's specific area of expertise. Some areas of assessments would be: social-emotional, family, community needs, and academic. The team would formulate realistic goals and identify the intervention strategies for each of the workers.

A specific job description is difficult to supply at this time. A job description will come out of staff interaction with the team. However, we envision the job description will include the following:

1. Define needs and formulate action steps to meet those needs.
2. Assist in the establishment of the role of each individual on the team.
3. Assist in the establishment of time lines to meet goals with a specific review period.
4. Lead and/or team with other professionals in classroom counselling sessions.
5. Provide through counselling alternative choices to the students' established behavioural responses.
6. Model relationship patterns needed for effective communication.
7. Mediate unproductive interactions between student and other relevant persons or systems.
8. Demonstrate teaching strategies, techniques, and skills necessary to ensure appropriate changes in the students' communications, behaviours, and responses, including self-evaluation techniques.
9. Ensure that achieved changes can be sustained over time.
10. Coordinate counselling interventions with relevant participants.
11. Assist in the planning and provision of prevention programs (i.e. S.T.E.P., separation or divorce).
12. Participate in educational program planning.
13. Participate in program evaluation.

The program would be divided into three main areas: counselling, consulting and coordinating. The counselling aspect is a direct service dealing primarily with assisting students either individually or in groups with self-concept, inter-personal relationships, problem solving, decision making and conflict management. This preventative and proactive program is critical at the elementary school level. The elementary counsellors would consult primarily with parents, teachers and social agencies. The major objectives of consultation with children would be to develop consistency in approach, technique and expectations. Organizational mechanisms such as support team meetings, Child Guidance Clinic review meetings and Child and Family Services joint meetings would be implemented. The coordination aspect involves the pulling together of resources and organization of special programs and professional development activities. The counsellor would help to integrate the resources of the school and community; that is, organizing ideas, things and people into meaningful patterns.

COMMUNITY LIAISON WORKER - ROLE DESCRIPTION

* *This is as specific as we can be until our staff development process takes place in the fall.*

TENTATIVE JOB DESCRIPTION

1. *needs assessment*
   - a) *community*
   - b) *teachers - through interview and a form to be filled out*
2. *Visits to homes to discuss needs assessment and role of worker -complete form together with the parent.*
3. *Program development - use of data on needs assessment.*
4. *Searching out community resources and programs.*
5. *Programs in 3 streams.*

IN SCHOOL	PARAGUAYAN FAMILIES	OTHER FAMILIES
babysitting classes	*parent volunteer*	*parent volunteers*
craft classes	*cake decorating*	*cake decorating*
	street proofing	*street proofing*
		money management
		positive discussions
		responsive parents
	drug use & abuse	*drug use & abuse*
	diet & nutrition	*diet & nutrition*

6. *List of community activities for both adults and children*
   - a) *specific to our community - North Kildonan Leisure Guide*
     - *-swimming classes*
     - *-assortment of craft classes*
     - *-summer camps*
   - b) *community resources throughout the city*
7. *Explain community facilities*
   - *-dentists*
   - *-grocery stores*
   - *-thrift shops*
   - *-doctors' offices*
   - *-drug stores*

8. Explain school system

   - hamburger day
   - gym clothes
   - field trips
   - indoor/outdoor shoes
   - importance of reading to children

STAFF DEVELOPMENT NEEDS PLAN

A process will be put in place and worked through whereby staff, students and community needs are identified. Use of a questionnaire and interviews are two methods of gathering this data.

The team approach will be facilitated with joint meetings of school personnel, Child Guidance Clinic workers and community members. Such meetings will be scheduled regularly so that each member of the team brings the expertise of his field to the arena and realistic goals and interventions can be formulated for the child. The team will work through a process of setting action steps to meet these needs.

The School Division has agreed to consider some funding for these programs and the school has also set aside professional development funds for this. We envision these funds as being used for release time for teachers, supplies, evening meetings, conferences, mileage, furniture, kits, etc.

Plans are under way and have already started to send teachers to conferences and workshops to address their needs with their students. Some of these are TESL, CEL, CEC, etc.

All school in-services will have some part of them devoted to this program. We consider this vital as all of us must work together to meet the needs of these children. We have scheduled three staff day in-services for teachers in our school dealing with limited proficiency English children. Sixteen teachers and paraprofessionals will attend each of these. Enclosed find a sheet listing needs defined by teachers that will be addressed at these in-services.

SPECIFICS

June 26, 1987 - grant implications explained to staff. Explanation of purpose. Discussion of process to be used to determine needs and facilitation of role of guidance counsellor and liaison worker in the school.

June, July - Construction of device to measure needs.

June 26 - meeting of social worker, guidance counsellor and coordinator to discuss process, space, facilities, roles and job.

June 29 - meeting at Hampstead School with their community liaison worker to discuss role and sepcific job description. Coordinator and liaison worker in attendance. Purpose was to start networking with a school offering a similar service.

End of August - Further meetings with both individuals to define process.

Introduction of Community Liaison Worker and Guidance Counsellor.

September 2 - staff interaction and discussion. Also questionnaire.

August 26, 27, 28, 1987 - orientation to Elementary School Counselling Program - Guidance Counsellor (L. Lee) and English Second Language Teacher (B. Pellick).

HAMPSTEAD SCHOOL

COMMUNITY LIAISON WORKER

RIVER EAST SCHOOL DIVISION NO. 9

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: River East S.D.#9

SCHOOL: Hampstead

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $54,000.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD9-95

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding of $35,000.00 ($25,000.00 for the community liaison worker based on $2,500.00 per month for 10 months and $10,000.00 for the teacher aide) contingent upon the Division continuing to match the aide position with funds not allocated from special needs funding. That the final evaluation be submitted by April 15, 1988.

RECOMMENDATION: $35,000.00

VICTOR MAGER SCHOOL

COMMUNITY LIAISON WORKER

ST. VITAL SCHOOL DIVISION NO. 6

Manitoba

Education Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 28, 1987

REGION: Urban

SCHOOL DIVISION: St. Vital S.D.#6

SCHOOL: Victor Mager

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $16,000.00

PROJECT: Community Liaison Worker

FILE NO: PR-SD6-180

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommends funding at $13,750.00 for .5 community liaison worker based on $1,250.00 per month for 11 months. Funding contingent upon M.E. staff meeting with the new administration of the Division and receiving a letter confirming support. That a progress report be received by January 31, 1988 and a final progress report be submitted on April 15, 1988.

RECOMMENDATION: $13,750.00

SPECIAL GRANTS UPDATE

SEPTEMBER 4, 1987

COMPENSATORY SUPPORT PROJECTS
SPECIAL GRANTS

SCHOOL/DIVISION	PROJECT TITLE	FUNDS REQUESTED	FUNDS RECOMMENDED	DATE APPROVED	DATE RELEASED	REPORT
BLOCK PARENTS	BLOCK PARENTS MANUAL	$7,000	$8,000	21/11/85	11/85	X
PARENT CHILD CENTRES	EVALUATION	$5,907	$5,907	21/11/85	31/12/85	X
BOOKMATES	PARENT WORKSHOPS	$8,825	$8,825	15/05/86	14/07/86	X
TERRY FOX YOUTH	SUMMER PROGRAM	$1,800	$1,800	15/05/86	14/07/86	INCOMPLETE
R.B. RUSSELL	NON-TRADITIONAL/FEMALES	$10,000	$10,000	15/05/86	01/10/86	INCOMPLETE
COMMUNITY	NEEDS OF NATIVE CHILDREN	$5,000	$5,000	15/08/86	15/08/86	INCOMPLETE
WINNIPEG #1	PARENT CONFERENCE	$3,000	$3,000	19/09/86	07/10/86	X
MANITOBA PUPPET THEATRE	PUPPET TOUR	$1,000	$1,000	19/09/86	07/10/86	X
ACTORS' SHOWCASE	'PEACEMAKER'	$4,000	$4,000	19/09/86	07/10/86	X
PARENT CHILD CENTRES	I/C EDMONTON CONF.	$1,500	$1,500	25/09/86	07/10/86	X
WINNIPEG #1	MODEMS	$10,000	$10,000	31/10/86	13/11/86	X
WINNIPEG #1	I/C EDMONTON CONF.	$6,000	$6,000	31/10/86	13/11/86	X
MARYMOUND	PROJECT LIFE BOOK	$9,950	$9,950	17/11/86	05/12/86	X
SEVEN OAKS #10	PERSONAL SAFETY	$16,081	$10,000	28/05/85	05/85	INCOMPLETE
RIVER EAST #9	PERSONAL SAFETY	$6,280	$6,280	21/11/85	11/85	INCOMPLETE
RIVER EAST #9	TEACHER MENTOR	$10,000	$10,000	17/11/86	25/05/87	INCOMPLETE
READING COUNCIL OF GREATER WINNIPEG	'I LOVE TO READ' DAY	$1,000	$1,000	17/11/86	10/02/87	X
ARGYLE/ABERDEEN/R.B.	STUDENT AID	$4,900	$4,900	15/05/86	01/10/86	X
ST. BONIFACE #4	MARION SCHOOL PRIDE	$4,655	$4,655	16/01/87	10/02/87	X
WINNIPEG #1	ARGYLE INTER SCHOOL POW WOW	$5,000	$5,000	04/05/87	REDIRECTED	X
ACTORS' SHOWCASE	'INVISIBLE KIDS/SKIN'	$8,000	$6,000	30/03/87	29/04/87	X
WINNIPEG #1	RACISM CONFERENCE	$1,235	$1,235	02/05/87	REDIRECTED	X
WINNIPEG #1	ISAAC NEWTON SCHOOL BAND	$5,000	$5,000	08/05/87	25/05/87	INCOMPLETE
MANITOBA PUPPET THEATRE	'FACTOUM'	$1,250	$1,250	12/06/87	REDIRECTED	X

REPORT: BLOCK PARENTS MANUAL

BLOCK PARENTS OF WINNIPEG

Manual available on September 17 and 18, 1987
Blue Board Room

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 21, 1985

REGION: Urban

SCHOOL DIVISION: Community

SCHOOL: Block Parents of Winnipeg

RENEWAL:

NEW:

PILOT: X

REQUEST: $ 7,000.00

PROJECT TITLE: Pre-School Manual

FILE NO.: PR- -267

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

Panel recommends funding up to $8,000.00 with $1000.00 being earmarked for distribution of the booklet to Kindergarten classes. That ME staff review the booklet prior to publication to ensure that it is appropriate to age level and meeting the goals outlined in the proposal. A statement of expenses to be submitted to ME upon completion.

RECOMMENDATION: $ 8000.00 (maximum)

REPORT: PARENT CHILD CENTRES' EVALUATION - URBAN

Manitoba

Education
Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 21, 1985

REGION: URBAN

SCHOOL DIVISION: Community

SCHOOL: Parent-Child Centres' Advisory Board

RENEWAL:

NEW:

PILOT: X

REQUEST: $ 5,907.00

PROJECT TITLE: Parent-Child Centres' Evaluation

FILE NO.: PR- -275

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That Manitoba Education fund $5,907.00 toward the evaluation cost of the Parent-Child Centres

RECOMMENDATION: $ 5,907.00

EXECUTIVE SUMMARY

1.0 INTRODUCTION

The Operational Assessment of the Parent/Child Centres was conducted by E. E. Hobbs and Associates over the period from June to October 1986 under the direction of the Implementation and Advisory Board. The Operational Assessment was comprised of three main components:

- A management assessment of the development and implementation of the centres;
- An evaluation framework as the basis for a future evaluation; and
- The development of a funding strategy.

These three components along with an introduction and an overview to the Parent/Child Centres constitutes the five chapters of the final report of the assignment.

2.0 OVERVIEW

The Parent/Child Centres were established in late 1985 following eighteen months of discussion regarding the need to provide support to parents of pre-school children in Core area communities in Winnipeg. The overall purpose of the Parent/Child Centres is to strengthen, support and provide needed resources to parents of pre-school children to assist in the development of children during the first five years of life.

Initially there were three centres established in three different settings to provide a comparative basis for assessing operations. The three centres are currently coordinated by the Implementation and Advisory Board. The Board was set up to provide the initial organizing support, provide direction to the centres, hire centre staff, and coordinate services until the centres could function independently, with their own Community Boards.

Programming differs from each Centre to meet the particular needs of the communities they serve. Common activities include: Drop In according to designated schedules; Toy/Book Lending Library; Parent Resource Centre; story time; and special events such as field trips, workshops.

The centres opened last fall and have been operating an average of four mornings and five afternoons per week with average monthly attendance ranging from 60 to 116 children and from 40 to 92 parents.

The centres are staffed by a coordinator and an assistant plus an outreach worker. In one of the centres the outreach function is performed by two part-time teacher aides/outreach workers.

3.0 MANAGEMENT ASSESSMENT

The management assessment component of the report constitutes the most substantive component of the assignment. It is based on the results of 39 interviews of parents, staff, Advisory Board members and representatives from other agencies. The assessment focuses on five areas:

- Programming
- Location and Accessibility
- Community Resource and Liaison
- Management
- Staffing

3.1 Programming

Most respondents indicated that the centres' programs were meeting the objectives defined for them, although there was some concern regarding the level of involvement of parents in the activities and operations of the centres. Thus, structured feedback, parent-run workshops and information sharing activities were recommended.

All of the activities provided by the centres received high ratings by respondents and suggestions for additional activities focused on specific children's activities, parenting skills workshops and the development of culturally sensitive activities.

There were concerns expressed that certain groups in the communities were not being served adequately because of language barriers and cultural differences. Structured liaison with community ethnic organizations, culturally specific neighbourhood play groups and cultural workshops were recommended.

Many respondents identified specific impacts of the centres' programs and services which may be characterized as preventive in nature. These included positive socializing influences, increased peer group cooperation, growing parental self-confidence, enhanced parenting and problem solving skills, relief from stress and increased use of community resources.

3.2 Location and Accessibility

Overall, respondents were satisfied with the location, accessibility, size, layout and hours of operation of the centres. However, the Elgin Centre was criticized because it is difficult to access and the building has a bad reputation as a hangout for youth gangs. It was recommended to seek a new location for the centre and to survey parents in all centres to determine the need for extended hours of operation.

3.3 Publicity and Outreach

The majority of respondents noted that the centres were well known in the community. However, because the population is largely transient, there is a need for continuing outreach and publicity. It was recommended to focus outreach on specific sectors of the community and to encourage parent users to do outreach work. In addition, liaison with and provision of revised information materials to community agencies should be emphasized.

3.4 Management

The Implementation and Advisory Board successfully carried out its original mandate. However, there is now a requirement to revise this mandate to include responsibility for ongoing funding for the centres, ongoing support and coordination of common centre functions and to undertake specific staff-related initiatives. In addition a renewed emphasis is required to establish parent-run local Boards for each of the centres both to relieve the burden of the Advisory Board and to provide appropriate and more frequent community direction to staff.

The present budgets of the centres were considered to be adequate although certain pay scales require review.

3.5 Staffing

The ratings for staff performance were generally high for all staff members. Specific recommendations included formal job descriptions, formal performance evaluations for centre coordinators and the formulation of staff development policies.

4.0 EVALUATION FRAMEWORK

A framework for an evaluation to be carried out within two years was defined and includes:

- Program profile
- Evaluation issues
- Methodological approaches
- Information requirements

The program profile sets out the mandate and objectives of the centres, key characteristics of the programs, the intended outcomes, impacts and effects and logic model which defines the structured relationships between the key components of the program.

The priority evaluation issues focus on needs definition and fulfillment, the definition and documentation of prevention, the strengths and weaknesses of the educational components of the centres´ programs and the operational aspects of the centres including the potential for expansion.

The methodological approach would involve both a research component to provide a profile of key characteristics of families within the comunities and a set of survey questionnaires as the basis for collecting information and the framework for analysis.

Information requirements are defined which can be met between now and the time of the evaluation to serve both the evaluation and the current needs of the centres.

5.0 FUNDING STRATEGY

A two-fold funding strategy is set out and involves both a short and a medium to long term approach. The short term strategy would be based on seeking interim (one to two years) funding from public or charitable agencies.

The long term strategy would involve seeking funding directly or indirectly from the Provincial government from two sources -- education and community services -- on the basis of adult education and child services which the centres provide. The short-term funding would provide the centres with the time necessary to demonstrate the continuing effectiveness of the centres.

REPORT: BOOKMATES

Reading Partners / Bookmates Inc.
380 William Avenue
Winnipeg, Manitoba
R3A 0J1   943-6225

FINANCIAL REPORT

B.L.A.S.T. REPORT

H.L.P. REPORT

Gail Corne
Treasurer

BOOKMATES: A HEADSTART FOR READING!

Reading Partners / Bookmates Inc.
380 William Avenue Wpg., Man.
R3A 0J1 1-204=943=6225

RECEIVED
APR 15 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

April 15, 1987

Pat Rowantree
Director of Core Area Training
and Employment Agency
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Re: Bookmates Home Library Project Evaluation

Dear Pat:

What a pleasure it is to review the Home Library Project which was initiated in October/86 with great enthusiasm! Since we were breaking new ground, it was anticipated that our well-laid plans would collide with reality in some instances.

Our proposal incorporated three objectives:

(1) To involve immigrant parents with their pre-schoolers as reading partners on a regular basis, reading to them in their native language if they wished.

(2) To familiarize these families with the rich resources available in libraries.

(3) To include the project children into our regular Bookmates program.

We achieved these objectives to varying degrees, and our supportive data will bear this out. We also achieved other goals. We made many new friends! We learned many new things! We learned that there are some cultural differences in child-rearing. Male parental/female parental interaction in their childrens' activities varied. It is unfair to draw conclusions based on a small sample, but it was interesting to observe the families as they read together and worked at the craft projects.

We learned of the difficulties immigrants face in a foreign world, made more dramatic by a lack of language skills. We learned that some parents wanted to immerse their children in English, and felt that speaking in their home language would hamper their progress.

With the assistance of our language workers we attempted to re-inforce the importance of that first language, and hope that we were effective in lessening their concerns.

Two wonderful things were happening at the same time throughout the experience. Families were grateful and amazed that strangers could care about what happened to their children, and we were amazed at the touching appreciation they reflected back to us. The key, of course, was their children! They were the catalyst for all our efforts.

Our staff and volunteers all expressed great satisfaction with the Home Library Project, and felt that we were privileged to be able to touch the lives of such a rich and varied group of newcomers in our midst.

Imagine what we could do with more money to carry on, and on, and on.....

Sincerely,

Donna

D. Biglow(Ms.)
Executive Director

DB:by

Enclosures: Copy of Proposal
Financial Report
Project Data Sheet
"What Can Parents Do?"--Tip Sheet
"Reading Is Fundamental"-- Reading Tips
Workshop Activity Sheets
Bookmates Registration Form
Questions & Concerns of Parents
Copies of Translated Materials & Evaluations
    Pink - Portuguese
    Yellow - Pilipino
    Green - Cantonese
    Blue - Laotian
    Orange - Vietnamese

BOOKMATES
380 William Avenue
R3A 0J1   943-6225

BOOKMATES HOME LIBRARY PROJECT

Bookmates is in an ongoing position of growth. We have been seeded by Core Area Initiative since June, 1984. The faith of our funders since that time has been well-served by a program that addresses the language development needs of Core Area pre-school children (ages 3-5). Funding concerns are primary when a program nears the end of a funding commitment. It becomes especially important to reach out for assistance, when the program has proven its value to its community.

With this in mind, the Winnipeg Public Library (pending approval of City Council) is planning to include Bookmates in its 1987 Budget, which would go into effect at the end of March, 1987. Bridge-funding proposals to keep Bookmates viable for 6-8 months have been submitted to two funding bodies. Susan Fonseca, of Core Area Initiative, and Don Mills, City Librarian, are discussing methods of assisting Bookmates in ensuring the continuation of the program until our funding base is secure. As Don Mills has publicly announced, "Bookmates is the jewel in the crown" of the Winnipeg Public Library system.

OBJECTIVES

Our project objective us to involve Immigrant parents with their pre-schoolers as reading partners on a regular basis, reading in their native language, if they prefer. Ongoing research indicates that:

> "Emphasis on developing L1 (native language spoken in the home) skills in the home may make an important contribution to the development of English academic skills.......childrens' rate of linguistic development is significantly related to the quality of the conversation they experience with adults and also that childrens' knowledge about literacy on entry to school is strongly related to the level of reading skills they attain in school.......the importance of the quality of the parent/child communication in the home, singing, playing, telling stories, and reading aloud to children, is extremely important, not only in developing a high level of L1 proficiency, but also in establishing a solid foundation for the acquisition of English skills...."
>
> Jim Cummins, Modern Language Centre at Ontario Institute for Studies in Education, paper titled 'Psychological Assessment of Minority Language Students', October 1980.

The main target for the fall and winter will be families who make up the multicultural mosaic of our inner-city community. Immigration increases over the past 10 years or so have made remarkable changes in our city. We have identified cultural groups from S.E. Asia, China, Portugal, the Philippines, etc., who might benefit from involvement in our pilot project. (It is important to note that the recognition and identification of these groups is also a concern of the three levels of government (through C.A.I.), Manitoba Education, and the Winnipeg School Division #1. Victoria-Albert School, for example, cooperates extensively with us, and sees

...2

the value of sharing multicultural resources with us.

Discussions with members of various Ethnic groups indicates the necessity of being very sensitive to the cultural differences between us, and the importance of close consultation with them through the planning and implementation stages of our pilot project.

A second objective is to familiarize these families with the rich resources available in libraries. They would become comfortable with their abilities to access information, and diminish any feelings of anxiety about making requests from Library staff. A life-long habit of usage would be encouraged and fostered in all of them. Books in other languages and wordless picture books are becoming increasingly available. These numbers will grow as demand for them increases.

A third objective is the natural inclusion of the multicultural children into our regular Bookmates program. They would be paired with an English-speaking volunteer, who would read to them on a weekly basis, for approximately six months. This experience, combined with the parental involvement, would make a remarkable inpact on the development of the child.

As Karen R. Mock, Ph. D., of Toronto, stated in her article, 'Multicultural Education in Early Childhood: A Development Rationale", 1984, :

> "In terms of child development then, the rationale for multicultural education at the early childhood level is twofold.....a child's security, sense of belonging, and self-confidence enhances learning. This will greatly facilitate the child's adaptation to school and to Canadian culture in general.....because early experience influences later development, if young children are exposed to various ethnic groups and multicultural material in early childhood.....they will learn at an early age that multiculturalism is an integral part of life. Regardless of their race or ethnicity, this will facilitate their increased later participation as adults in Canada's multicultural society."

PROJECT DEVELOPMENT

1. Hire an outreach translator in each of the 5 identified Ethnic groups, ie, Ethnic Chinese; Laotian; Vietnamese; Filipino; and Portugese. (See attached job description).

2. Hire an activity interpreter from each of the 5 identified Ethnic groups, to facilitate the language workshops.

3. Hire activity leaders.

4. Purchase books for Home Library distribution (coordinated by Bessie Egan, Director of Childrens' Services, Winnipeg Public Library).

5. Conduct initial project orientation for all outreach translators and activity interpreters as a group.

6. Maintain contact with all short-term project staff members, as they come on stream in consecutive time periods.

...3

7. Arrange with Library staff for Library Card application forms to be available for all participants.

A MODEL WORKSHOP

Fifteen families from one cultural group will arrive at the William Avenue Public Library to spend 2-3 hours proceeding through an orientation and a hands-on workshop, with parents and children participating as teams. This will be followed by refreshments and a one-to-one story time component, using wordless picture books, or books in the native language, where available. Parents will be encouraged to read to their children in their native language, if they so desire.

The outreach translator will interpret the entire session, and the assistant interpreter will help the families. The first gift book for the child's Home Library will be read during story time, and a second book will be given to the child at the conclusion of the workshop, so that each child goes home with 2 books.

The outreach translator and the interpreter will re-inforce the importance of reading on a regular basis, and explain how the child can receive up to 10 more free books for the Home Library. (see Home Library Calendar attached)

An 'idea book' with at-home activities for the family to make together will also be available in the native language. The families who try some of these projects will enrich their children's reading experience.

WORKSHOP ACTIVITIES

There will be 3 activities available during the workshop: Puppet Making, Label Books, and Picture Books. The activity leaders will have samples of the finished products available, and explain how each is made. These activities have been designed for Bookmates by students from the University of Manitoba's Faculty of Education, for use at similar workshops (Spring, 1986).

PUPPET MAKING:

The techniques and making of puppets will be demonstrated as each pair makes a puppet together, to take home , and to enhance the reading experience.

PICTURE BOOKS:

Common pictures that are representative of a child's daily life will be available for cutting, pasting, and compiling into a book. Parents could add the names of the pictures in the native language, and workshop facilitators will add the English names, as requested. These mini books could spark a variety of story ideas.

LABEL BOOKS:

Common or daily-use items have labels that children often learn to identify before learning to read. A supply of labels will be available for compilation and identification in book form. Written explanations will be done in the same manner as stated above.

BOOKMATES HOME LIBRARY PROJECT

OUTREACH TRANSLATOR JOB DESCRIPTION

For each Ethnic group involved in the Bookmates Home Library Project, an Outreach Translator will be hired on an honourarium basis, to do 3 weeks of preparatory work (5 hours/day, @ $5.00/hour). The Outreach Translator will also be paid an honourarium for follow-up and evaluation components.

Duties of the Outreach Translator will include:

1. Attend an orientation/training session.
2. Identify and recruit families to participate in the Bookmates Home Library Project.
3. Explain, in the native language, the mandate of Bookmates, and the concept inherent in our pilot project.
4. Translate reading materials about the project into the native language, ie, workshop information and instructions; instructions for Take Away activities; Bookmates Home Library Calendar, etc.
5. Translate regular Bookmates information for distribution to parents.
6. Interpret proceedings at language workshops, with the assistance of a second interpreter, hired on an honourarium basis.
7. Conduct empathetic follow-up calls to families, to encourage receipt of gift books for the child's Home Library.
8. Complete individual family evaluations, and personal evaluation, no later than 2 weeks after the family's 10-week involvement with Bookmates Home Library Project.

BOOKMATES HOME LIBRARY PROJECT

EVALUATION

At the close of each Ethnic group's 10-week involvement, the Outreach Translator will contact the Mums and complete Evaluation forms which will indicate:

A)What is Mum's over-all feeling about the Home Library Project?

Did Mum read to any other children? Did any other family members read to the child, or to each other (older siblings)?

Does Mum use her own Library card? Have any other family members used the Library?

How did the child enjoy the Make & Take activity? Were any of the Take Away Activities done in the home?

Will Mum enroll the child in the regular Bookmates Program?

B)What is the Outreach Translator's over-all feeling about his/her own experience with the Home Library Project and the families?

C)Office staff will maintain on-going data pertaining to the gift titles each child receives, as indicated by the child's Home Library Calendar. Data from the evaluations and statistics will be colated and sumbitted to the adjudication panel no later than January 31, 1987.

BOOKMATES HOME LIBRARY PROJECT

AGENDA

1:30 - 1:45	Greetings/Brief Introductions Reading program/calendar explained
1:45 - 2:15	Story Time: (1) Translator reads to children (2) Book distribution to children for Family-reading
2:15 - 2:30	BREAK
2:30 - 2:40	Brief explanation of activities & displays
2:40 - 3:30	Fun Time - - - Activity making
3:30	Book Distribution and recording of information Clean-up

BOOKMATES
380 William Avenue
R3A 0J1 943-6225

BOOKMATES HOME LIBRARY PROJECT CALENDAR

*****The following sample Calendar will be translated into each language, and the appropriate dates inserted.*****

Bookmates would like to help your child build up a HOME LIBRARY. It's easy! All you have to do is read to your child for 15-20 minutes each day, and have your child draw a Happy Face ◡ or a Sad Face ⌒ on the calendar, each day the reading takes place. That will show us how s/he felt about the story you read!

To receive your child's free Home Library Book, just bring this calendar in to the Bookmates office, here in the William Avenue Library, at your convenience. For every 5 faces your child draws each week, a free book is given. This means that your child can receive up to 10 FREE BOOKS!! .... and all you have to do is read to your child each day .... it's that simple!!

We know that you and your child will enjoy your Story Times together, as much as you will the free books for your child's Home Library. If you have any questions about HLP, please phone the office at 943-6225.

HAPPY READING!!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
APRIL 20	APRIL 21	APRIL 22	APRIL 23	APRIL 24	APRIL 25	APRIL 26
APRIL 27	APRIL 28	APRIL 29	APRIL 30	MAY 1	MAY 2	MAY 3
MAY 4	MAY 5	MAY 6	MAY 7	MAY 8	MAY 9	MAY 10
MAY 11	MAY 12	MAY 13	MAY 14	MAY 15	MAY 16	MAY 17
MAY 18	MAY 19	MAY 20	MAY 21	MAY 22	MAY 23	MAY 24

READING PARTNERS / BOOKMATES INC.

Home Library Project Report

Evaluation as at Wednesday, April 15, 1987.

	Budgeted Cost	Actual Cost	Variance
Books	$ 4500.00	$ 3685.36	$ 814.64
Translators	1875.00	1875.00	0
Evaluations	750.00	750.00	0
Honourariums...Helpers	625.00	375.00	250.00
Child Care	120.00	100.00	20.00
Transportation	96.00	0	96.00
Refreshments	154.00	165.99	(11.99)
Paper Costs	54.00	426.67	(372.67)
Bookplates	86.00	85.38	.62
Advertising	200.00	0	200.00
Postage	34.00	15.98	18.02
Supplies	331.00	245.37	85.63
	$ 8825.00	$ 7724.75	$1100.25

Explanation of Variances:

(1) Unused Amounts: Transportation allowance was determined to be necessary, based on Bookmates' regular program experience; however, we learned that most people in our workshops would not feel comfortable asking for that kind of assistance (cultural value of not being in a person's debt).

Advertising budget was not needed; personal referrals and "word-of-mouth" contacts worked very well.

(2) Over-Spent Amounts: Paper costs included purchase price of paper only, and should have included copying costs as well.

(3) Under-Spent Amounts: Books were budgeted at $5.00 each; purchases made at better rates (please refer to chart for amounts).

Activity Helpers for each workshop were comprised of (a) ethnic helpers who were paid, and (b) Bookmate volunteers who donated their time and expertise.

(4) Balance of unspent money ($1100.25) will be expended on a sixth workshop for the Spanish-speaking community.

READING PARTNERS / BOOKMATES INC.

Home Library Project Report

****

	PORTUGUESE	FILIPINO	CHINESE	LAOTIAN	VIETNAMESE
Start Date	Oct. 04/86	Oct. 18/86	Nov. 1/86	Nov. 29/86	Dec. 06/86
End Date	Dec. 13/86	Dec. 27/86	Jan. 10/87	Fec. 07/87	Feb. 14/87
Target Enrollment	15	15	15	15	15
Actual Enrollment	12	17	19	19	15
# Ethnic Books Bought	167	48	180	0	0
Budgetted Book Cost $5.00/Book/Child	$835.00 (ethnic)	$240.00 (ethnic)	$900.00 (ethnic)	$900.00	$900.00
Actual Cost of Books	$218.79	$120.00	$537.06	Total Cost of "Other" Books Bought $2781.19	
Max. Books Distrib.	144	204	228	228	180
Actual Books Distrib.	100	204	228	228	180
% Books Distributed	70 %	100 %	100 %	100 %	100 %
# Ethnic Books Dist.	70	48	171	n/a	n/a
% Ethnic Books Dist.	49 %	100 %	95 %	n/a	n/a
Ave. Cost per Book	$ 1.31	$ 2.50	$ 2.98	$3.54	$3.54
# Completed Commit't	7	17	19	19	15
# 2 Initial Books	3	0	0	0	0
# Incomplete Commit't	2	0	0	0	0
# Library Card Apps.	5	9	7	12	13
% Library Card Apps.	42 %	53 %	37 %	63 %	87 %
# Enrolled in BOOKMATES	0	14	13	16	3
# Placed With Volunteer	n/a	4	4	3	2

TOTAL # BOOKS PURCHSED: 1173; TOTAL COST OF ALL BOOKS: $3657.04; AVE. COST / BOOK: $3.12

57% of all HLP CHILDREN & FAMILIES APPLIED FOR LIBRARY CARDS.

56 % OF HLP CHILDREN ARE ENROLLED IN OUR REGULAR BOOKMATES PROGRAM; 16 % ARE PLACED TO DATE.

SUMMER PROGRAM

TERRY FOX YOUTH CENTRE

WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 23, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: Division Wide

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,800

PROJECT: Terry Fox Youth Centre

FILE NO: PR- -291

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this program $1,800 contingent upon confirmation that the Division does not provide funding for this event.

RECOMMENDATION: $1,800

5-26

ENCOUNTERS WITH CANADA RENCONTRES DU CANADA
1805 Gaspé, P.O. Box / C.P. 7279, Ottawa, Ontario K1L 8E3 (613) 744-1290

RECEIVED
SEP 9 1986
Ans'd ....

August 28, 1986

Inner City Initiative
124 King St.
Winnipeg, Manitoba
R3M 1H9

Attention: Compensatory Support Program
Ms. Susan Fonseca

Dear Ms. Fonseca,

Thank you very much for your support of Encounters with Canada. As requested in your letter of July 29, 1986, I am sending back to you the attached form signed by Ms. Gail Corne and myself.

In the hope that you will find everything to your satisfaction, I remain.

Yours truly,

Hélène Bourret

Hélène Bourret
Director
Promotion and Recruitment

/cl

cc: Gail Corne

Encl.

The Council for Canadian Unity Le Conseil pour l'unité canadienne

DATE: August 27, 1986

Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3M 1H9

Attention: Compensatory Support Program

RE: Terry Fox Youth Centre (PR-SD1-291)

We have received funding for the above program and assume responsibility for these dollars. Upon completion of the program we will submit a detailed account of the expenditures and an evaluation report to Manitoba Education.

SIGNATURE

Helène Bonnet
Terry Fox Youth Centre
REPRESENTING

R.B. RUSSELL SCHOOL
NON-TRADITIONAL EMPLOYMENT FOR FEMALES
WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 23, 1986

REGION: Urban

SCHOOL DIVISION: Winnipeg S.D.#1

SCHOOL: R.B. Russell

RENEWAL:

NEW:

PILOT: X

REQUEST: $10,000

PROJECT: Non-traditional Employment for Females

FILE NO: PR-SD1-337

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this program $10,000 as a pilot grant and that a final report and statement of expenditures be submitted following completion of the program.

RECOMMENDATION: $10,000

UNITED CHURCH OF CANADA

RESEARCH PROJECT - NEEDS OF NATIVE CHILDREN

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: July 29, 1986

REGION: URBAN

SCHOOL DIVISION: COMMUNITY

SCHOOL: UNITED CHURCH OF CANADA

RENEWAL:

NEW:

PILOT: X

REQUEST: $5,000.00

PROJECT: Research Project - Needs of Native Children

FILE NO: PR-SD1-357

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund the Winnipeg Presbytery of the United Church of Canada - Ministry with Native People Board to a maximum of $5,000.00 for a summer research project. That Manitoba Education will receive a copy of the final report and a statement of expenditures upon completion.

RECOMMENDATION: $5,000.00

REPORT: PARENT CONFERENCE
WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: September 19, 1986

REGION: URBAN

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Division Wide

RENEWAL:

NEW:

PILOT: X

REQUEST: $3,000.00

PROJECT: Parent Information Conference
Winnipeg School Division No. 1

FILE NO: PR-SD1-263

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund to a maximum of $3,000.00 for the Parent Information Conference to be held October 25, 1986 at Sargent Park School. Panel recommends that an effort be made to provide lunch. A statement of expenses to be submitted with the final report.

RECOMMENDATION: $3,000.00

The Winnipeg School Division No. 1

Volunteer Services

Clifton School
1070 Clifton Street
Winnipeg, Manitoba R3E 2T7

RECEIVED
MAR 31 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

March 26, 1987

Ms. Sunni Mathews
Curriculum Program Development
Inner City Initiative
124 King Street
Winnipeg, Manitoba

Dear Sunni,

Enclosed please find a summary of the evaluations of the Parent Conference. I am also enclosing a copy of the summary of the evaluations of a workshop held as a follow-up; 138 people attended this workshop.

I believe you already have a report on conference registration and attendance, as I am in receipt of letter expressing some concerns as well as some constructive recommendations for increasing the attendance of inner city parents, should such a conference be planned for next year.

The information on expenditures may be obtained from G. Cassie, Secretary-Treasurer's Department, as all information was sent to him early in November.

Sincerely,

Gail Corne

Gail Corne
Coordinator of Volunteer Services

GC/sh

cc: A. Krahn, Asst. Supt.

"WHAT'S HAPPENING IN THE CLASSROOM"

Workshop Evaluation

NUMBER OF PARTICIPANTS:

FORMAT:

Panel Presentation

- three resource people provided a brief overview of their particular session

Three workshop sessions

1. Play - Ron Enns
2. Thinking Skills - Barry Hammond
3. The Learning Day - Roger LeGrande

The following is a summary of the comments made on the evaluation forms:

- excellent, I would like to have attended all three. Kindly provide more.
- Since I have a child having problems in school; a lot of this workshop dealt with different ways of teaching which will help and help us to understand why.
- I am only disappointed that I could not attend all three workshops. I had a hard time deciding which one to attend. Excellent workshop - I could only hope and wish my children could have a teacher like Mr. LeGrande.
- Encouraged to know that there are teachers teaching the way they were taught to teacher at University - concrete, positive reinforcement; integration experiences - encouraging discussion, oral reading (THE LEARNING DAY SESSION).
- Enjoyed the learning day - would like to go back to school again. Great to see such concern for the child. Would like to have a repeat os workshop to attend other areas.
- Excellent communication skills from Mr. LeGrande to stress different ways in educating children and individual attention to each child's learning.
- more! more! This should be a permanent part of a school curriculum. very impressed with the presentation (THE LEARNING DAY SESSION).
- Encouraging to try and make link between parents and teachers.

- I think more of this kind of workshop should be planned to bridge home - school activities for children. Thank you for this kind of opportunity where parents can relate themselves to what's going on in the schools.

- Excellent presentation by Barry Hammond. Thoroughly enjoyable and it was a real thinking experience.

- Ron Enns was wonderful. I would like to attend again, especially an evening devoted to language development.

- Left me wanting to know more!!

- Wish I would have taken in all these workshops.

- This stuff is great. We need more of it and follow-ups to build on what was started. Need opportunity to go to the sessions missed out on this time. Keep up the good work of educating parents about educating.

- regret not having received information regarding the previous seminar and would like to be notified of future meetings. Enjoyed our group although mainly focused on math - I would like to hear more information regarding other subjects.

PARENT CONFERENCE October, 1986

REGISTRATION REPORT

General Registration:-

Advance Registration	111	
In Person Registration	18	
Total Registration	129	14%
Registration Packages Not Claimed	37	28.7%
Approximate Total Present		92*

*This figure does not include the majority of the committee members and all presenters. Several people attended without completing a formal registration.

Attendance at Individual Sessions

Session	Title	Registered	Actual
I-1	Choosing the Right Alternative	34	24
I-2	Advocacy	12	10
I-3	Before School, Noon and After School Programs	12	8
II-1	Television Your Child and You	22	16
II-2	Secondary Schools: Organization and Opportunities	13	12
II-3	Multicultural Communities and the School	15	9
II-4	Family Life Education	15	10
II-5	Home Language*	3	1*
III-1	Quality Education, How Do You Know	25	18
III-2	Mathematics from a Thinking Perspective	9	6*
III-3	Intro Elementary Science Curriculum	4	2
III-4	Native Children In the Schools	5	2*
III-5	Preparing for the Real World of Work	7	6*

* These sessions were cancelled and participants were asked to attend an alternate presentation. No record of changes was kept and these individuals would have inflated number in other sessions.

Distribution of Attendance By School

School	Attendance	School	Attendance
Brock Corydon	2	Luxton	6
Cecil Rhodes	3	Montrose	3
Clifton	2	Mulvey	1
David Livingstone	1	Principal Sparling	1
Dufferin	1	Queenston	2
Fort Richmond	1	R.B. Russell	1
Garden Grove	1	R. H. Smith	9
Glenelm	2	Ralph Brown	2
Gordon Bell	1	River Heights	1
Grant Park	1	Riverview	1
Greenway	4	Sacre Coeur	6
Grosvenor	1	Sargent Park	5
Harrow	1	Sir William Osler	2
Inkster	1	St. John's	2
John Dafoe	3	Tyndall Park	2
John M. King	2	Victoria Albert	1
La Verendrye	1	Weston	1
Laura Secord	6	Wolseley	3
		No School Indicated	7

PARENT CONFERENCE 1986

BUDGET

Printing Costs		$ 389.00
Cash Advance	$ 500.00	
Cash Advance to Day Care Supervisor for Supplies		$ 100.00
8 Day Care Workers		$ 35.00
Safeway (coffee, orange juice, sugar, cream etc.)		$ 78.88
Wind-up Meeting Supplies		$ 19.80
Lunch Subsidy		$ 135.00
Other Supplies		$ 32.63
Manitoba Textbook		$ 29.00
		========
		$ 430.31
		$ 389.00
		========
		$ 819.31

REPORT: MANITOBA PUPPET THEATRE

WINNIPEG SCHOOL DIVISION NO. 1

5-40

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: September 19, 1986

REGION: URBAN

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Manitoba Puppet Theatre

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,000.00

PROJECT: Puppet Theatre Tour of Inner City Schools

FILE NO: PR-SD1-362

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $1,000.00 to assist in providing an inner-city school tour of the Manitoba Puppet Theatre's performance Give Away Dance. That M.E. receive a financial statement and final report upon completion of the tour.

RECOMMENDATION: $1,000.00

5-41

RECEIVED
AUG 17 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Manitoba
Puppet
Theatre

August 12, 1987

Ms. J. Sabot
Education Manitoba Compensatory Funding
Core Area Initiative
124 King St.
Winnipeg, Manitoba

Dear Ms. Sabot:

With reference to our letter of February 17 and subsequent phone calls regarding Education Manitoba Compensatory Funding, the following is an account of our activity in inner-city schools during our 1986/87 season.

i) In May and November 1986, we performed GIVE AWAY DANCE to 11 inner-city schools. A total of 15 performances were presented to approximately 2000 children.

ii) In January 1987, the Puppet Theatre presented 21 performances of THE LEGEND OF KIVIUQ to 14 inner-city schools. Approximately 616 children attended performances, which took place at the Winnipeg Art Gallery in conjunction with the Jessie Oonark exhibition.

iii) In May 1987, we presented FACTOTUM to 3 inner-city schools. Six performances were presented to approximately 850 students. In addition, 83 children from 2 core area schools attended 2 performances of FACTOTUM at The Winnipeg International Children's Festival.

iv) We conducted a 3 day series of puppetry workshops at Hugh John MacDonald High School May 11-13.

In February 1987, the Puppet Theatre applied to Core Area Initiative's Compensatory Funding Program for assistance of $1250.00 towards presentation of 20 performances of FACTOTUM to 10 inner-city schools at a reduced cost of $150.00 per school. We projected that these performances would take place during the month of May 1987.

As part of our application, it was neccesary to supply a letter of support from Winnipeg School Division #1. We received a copy of this letter on June 8, 1987 and a cheque from Compensatory Funding on July 8, 1987. We did not receive notification of our award prior to receiving the cheque.

During the month of May, in addition to items iii) and iv) we completed the following activities:

v) We presented FACTOTUM to three schools outside of the core area on May 12, 15 and 22. Shows were presented at the usual cost of $500.00 per school.

. . . 2

739 Selkirk Ave. Winnipeg Man. R2W 2L5 204-586-2230

vi) Between May 18 and 20, we performed GIVE AWAY DANCE at Lake St. Martin School through the sponsorship of the Department of Indian and Northern Affairs.

vii) May 26-30, we presented 9 performances of FACTOTUM at the Winnipeg International Children's Festival to 566 children from outside of the core area.

I have enclosed for your information a list of the schools which participated in performances. Also enclosed is an account of the funding received from the Compensatory Funding Program.

If you have any questions or require additional information, please call me at 586-2626.

Yours truly,

Kathy Milne

Kathy J. Milne
Promotions Co-ordinator

/encl.

c.c. A. Krahn
Superintendent of Elementary Schools
Winnipeg School Division No. 1

August 4, 1987

CORE AREA PERFORMANCES TO DATE: GIVE AWAY DANCE

Shaunnessy Park School	1 performance	May 13/86
Gladstone School	1 performance	Nov 5/86
Garden Grove School	2 performances	Nov 6/86
Mulvey School	2 performances	Nov 13/86
Riverview School	2 performances	Nov 18/86
Lord Roberts School	1 performance	Nov 19/86
Fort Rouge School	1 performance	Nov 20/86
King Edward School	1 performance	Nov 24/86
Pinkham School	1 performance	Nov 26/86
Aberdeen School	1 performance	Nov 27/86
Cecil Rhodes School #2	2 performances	Nov 28/86
TOTAL	15 performances	

THE LEGEND OF KIVIUQ

Daniel MacIntyre	3 performances	Jan 7 & 9/87
Wi Wabingooni	1 performance	Jan 8/87
William Whyte School	1 performance	Jan 9/87
Dufferin School	2 performances	Jan 9 & 13/87
Robertson School	1 performance	Jan 13/87
Luxton School	2 performances	Jan 14 & 15/87
Hugh John MacDonald School	2 performances	Jan 14 & 27/87
Lord Nelson School	3 performances	Jan 15,21 & 27/87
La Verendrye School	1 performance	Jan 15/87
Mulvey School	1 performance	Jan 16/87
Riverview School	1 performance	Jan 16/87
Grosvenor School	1 performance	Jan 22/87
Gladstone School	1 performance	Jan 14/87
River Heights School	1 performance	Jan 27/87
TOTAL	21 performances	

...2

...2

FACTOTUM

Earl Gray School	2 performances	May 13/87
Principal Sparling School	2 performances	May 14/87
Laura Secord School	2 performances	May 21/87
Lord Roberts School	1 performance	May 27/87 (W.I.C.F.)
Dufferin School	1 performance	May 29/87 (W.I.C.F)
TOTAL	8 performances	

August 4, 1987

Core Area Initiative

EDUCATION MANITOBA COMPENSATORY FUNDING TO DATE:

GIVE AWAY DANCE

For November 1986 performances. Received December 8, 1986.	$1000.00

LEGEND OF KIVIUQ

No funding received.

FACTOTUM

For May 1987 performances. Received July 8, 1987.	$1250.00
TOTAL	$2250.00

REPORT: ACTORS' SHOWCASE

WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: September 19, 1986

REGION: URBAN

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Actors' Showcase

RENEWAL:

NEW:

PILOT: X

REQUEST: $4,000.00

PROJECT: Fall Tour of PEACEMAKER

FILE NO: PR-SD1-363

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund $4,000.00 to provide a tour of PEACEMAKER to 10 inner-city schools this fall. That Manitoba Education receive a financial statement and final report upon completion of the tour.

RECOMMENDATION: $4,000.00

APPROVED

September 25, 1986

Pat Kreantre

5-48

Actors' Showcase
Manitoba's Theatre for Young People

August 14, 1987

RECEIVED
AUG 17 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Suni Matthews
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Suni:

The following schools received our tour of PEACEMAKER through a grant from Inner City Initiatives from November 21-28, 1986:

Margaret Scott School, Machray School, Mulvey School, Norquay School, Weston School, David Livingstone School - one performance;
John M. King School, Greenway School - two performances.

PEACEAMKER was very well received in all the schools, but I'll let the teachers' comments speak for themselves:

"The children loved it. The play was educational as getting along with others and rumours are of major importance in teaching lifelong values."
- David Livingstone School

"The students were keenly interested. They were totally involved in the performance and left wanting to discuss and reanact parts. Just super."
- Norquay School

"The children really enjoyed it. It was so visual that it was very easy for them to follow. They really seemed to understand the basic message. The show was valid from an educational perspective as it tied in with our theme of Peace and also showed that although outer appearance may differ, everyone is the same."
- Mulvey School

"The students really enjoyed it! The points came across easily and with great humour. The children remained a captive audience throughout the performance.It was educational as were able to discuss attitudes and behaviour afterwards. The children wree quick to understand the concepts and make the transference to their own world."
- John M. King School

Suni, thank you for all the help and support you gave us over the course of last season. I hope we'll be able to work toegther again this year. Please let me know if you require any futher information.

Sincerely yours,

Cathy

CATHY LITMAN
Tour Co-ordinator

(204)·947·0394·89 Princess·Winnipeg·Manitoba·R3B·2X5·

PEACEMAKER

FINAL BUDGET

Revenue:

Mainstage Box Office	$11,454.
Touring Contracts	20,685.
Inner City Initiative	4,000.
Manitoba Arts Council - Touring	7,470.
	$43,609.

Expenses:

Transportation	$4,855.
Publicity	2,250.
Actors' & Stage Manager's Salaries	23,954.
Artistic Fees	6,680.
Theatre Rental/Taxes	4,237.
Costumes	704.
Sets	3,437.
Documentation	238.
Script/Workshop Development/Materials	165.
Royalies	1,900.
	$48,420.

Note: The above statement does not include administration or production overhead costs.

REPORT: EDMONTON INNER CITY CONFERENCE

WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: September 25, 1986

REGION: URBAN

SCHOOL DIVISION: Winnipeg School Division No. 1

SCHOOL: Parent/Child Centres

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,500.00

PROJECT: Edmonton Inner City Conference

FILE NO: PR-SD1-361

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund $1,500.00 to cover the costs involved in sending two Parent/Child Resource Centre staff to the Edmonton Inner City Conference.

That M.E. receive a statement of expenditures upon completion.

RECOMMENDATION: $1,500.00

APPROVED
September 25, 1986

CANADIAN COUNCIL FOR INNER CITY EDUCATION
"MAKING A DIFFERENCE"
1986 NATIONAL CONFERENCE
NOVEMBER 20 - 22, 1986
EDMONTON, ALBERTA

Report on attendance at the above mentioned Conference submitted by:

Marilyn Guetta
Coordinator, Parent Child Centre
Pinkham School

Heather Nielsen
Parent Resource Centre
River Elm School

This conference drew together educators from across Canada who play a role in "making a difference" in the lives of inner city children and adults.

Marilyn Guetta and Heather Nielsen visited three inner city schools in Edmonton for the first day of the conference.

Juliette Sabot attended the Annual Canadian Council for Inner City Education Meetings and reported on early intervention programs currently underway in Winnipeg's core area. The meeting was a forum for a small group of representatives from across Canada to share recent initiatives in inner city education in their cities. In addition, officers were appointed for the 1986/87 year, and conference location and plans for next year were discussed.

The conference keynote addresses were presented by:

John Bates, Superintendent, Frontenac Board of Education, who spoke about his experiences as an Inner City Administrator in Toronto.

Dr. Lillian Whyte, Professor, Educational Psychology, University of Alberta, who spoke about the unique characteristics and needs of Edmonton's Inner City students.

Don Rutledge, Associate Director of Education for the Toronto Board of Education, who spoke about the roles of the home and school in the process of learning and the importance of language in that process.

Marilyn Guetta, Heather Nielsen, Deborah Watson, Neil McAlpine, along with Juliette Sabot, Inner City Initiatives and Donna Biglow (Bookmates) presented an hour long session on "Early Intervention Programs in Winnipeg's Core Area". The presentation included background and overviews of The Early School Years Project, Parent Program Coordinator position, Parent Child Centres and the Bookmates Program.

The presentation generated interest from attenders and it is anticipated that we may be contacted for further information from participants who indicated an interest in using these programs as models to initiate similar programs in other urban centres in Canada.

Other sessions we attended included:

> Early Childhood Education in a Multicultural Society, presented by Pat Wakefield, Assistant Director of The Child Care Study Centre, University of British Columbia.
>
> In Search of Excellence - "A Loving Place" presented by Steve Ramsankar, Principal of Alex Taylor School. This was an overview of the many innovative initiatives operating in this inner city school.

We would like to take this opportunity to thank the Inner City Initiative for sponsoring our attendance at this conference. It was an excellent opportunity to meet with educators from across Canada who are faced with similar issues and challenges in providing equal educational opportunities for inner city children. Through discussions with conference participants it became apparent that in many respects, inner city programs are innovative in that they have been designed to meet the needs of our unique inner city population.

REPORT: MODEMS

WINNIPEG SCHOOL DIVISION NO. 1

COMPUTER EDUCATION

WSD-1
774-1727

From the wordprocessor of:
☐ Brian Metcalfe
☐ Christie Stefaniuk

34 - 1180 Notre Dame Ave., Winnipeg, MB R3E 0P2

RECEIVED
87
Ans'd ....

March 4, 1987

TO: Ms. Susan Fonseca - Program Coordinator, Inner City Initiative

FROM: Brian Metcalfe, Computer Education Consultant

RE: 1. Core-Area Funding Expenditures for 1986
2. Update on Electronic Bulletin Board (BBS) Project

Sorry for delay in forwarding this material but it has been extremely "hectic" around this office lately.

Please find enclosed a copy of a hand-written memo which was sent to Lillian Penny on Dec. 23, 1986. According to my calculations and according to the print-out which I include, the $15,500.00 which was so generously provided by your agency has been "more than spent!"

I contacted Lillian Penny today and she advised me that she had recently sent you the last statement. I trust that this material will assist you.

At this point, I would like to bring you up-to-date with our Electronic Bulletin Board (BBS) project.

From the nine inner city schools which applied to be part of this pilot project, the following six have been selected:

SCHOOL	CONTACT TEACHER
- David Livingstone	Andy Erickson
- Mulvey	Mary Louise Lisi
- Shaughnessy Park	Tom Sherbrook
- Victoria Albert	Gordon Hildebrand
- Wellington	Doug Illsey
- William Whyte	Joan Murash

In addition to these pilot sites we will probably have at least two other schools who may participate in using the BBS network and planning activities for the children. Abe Thiessen at Riverview is

RECEIVED
MAR 9 1987
Ans'd ....

already using a modem with his children and Marlene Datke and Joyce Birch at Lord Roberts are hoping to purchase their own equipment so they too can have handicapped children "network" with other children through the magic of an electronic BBS system.

Unfortunately we have not received all equipment from Apple Canada even though it has been on back order since November, 1986. We hope that by the third week in March we will have MTS complete the data line connection to each of our schools so that they can begin with the project.

Since we will be unable to get this project underway, let alone assess its benefits, by the evaluation deadline of March 17, 1987, I trust that you will allow us to extend the term of this project. Although you have suggested by telephone that such an extension would not cause too much difficulty, I thought it would be best to formally request that the pilot be extended. Assuming that we get the rest of our hardware, and are operational in schools early in April, it should be possible for us to provide you a log of our usage together with a descriptive overview of the pilot project this fall. It would be wise to have students utilize the BBS network in schools for a period of at least six months in order to fully evaluate this project. If further hardware delays occur, and we are unable to utilize the BBS network fully for an extensive six month period, it might be necessary to ask that the Fall evaluation deadline be moved to March 15, 1988. I assure you that I will keep you up-to-date with our progress.

In closing, I will direct your attention to the "Electronic Mail Message" found enclosed with this letter. This electronic mail was sent by Abe Thiessen at Riverview to Jim Pascoe at the Educational Technology Program (InfoTech). Abe is already actively using MINET (Manitoba Information NETwork) with his children and each of our six sites will have this same opportunity thanks to your pilot funding. I think that Abe's description of how his students are communicating with other students makes the prospect of electronic mail a very dynamic instructional tool. He reinforces how students want to write correctly when others are going to read their letters and the enthusiasm that is being generated is overwhelming!

Once again, thank you for your continued support.

cc. C. Stefaniuk
    P. Logan
    G. Plushnick
    L. Penny

ELECTRONIC MAIL MESSAGE

User: PASCOE

Date: 17:55, FEB 18

Message: AUTHOR: 7202M

Dear Jim:

I am really excited about he Network! Providing such a rapid, direct link between schools is of inestimable value. I wish you could have sat in in my Social Studies class today. We were comparing living conditions at the various locations we write to (currently 5). The Manitoba Atlas I was using is written at a fairly difficult level but because the students were so curious, they didn't let that stop them. You should have seen the looks of sheer pleasure in the faces of several of my Native students when they found that one of the schools is a Reserve school. They became vocal interpreters of the conditions described there. One of my students is going out to visit her 'pal' this weekend.

The students really are motivated to write! They can't wait to get on the machine. Some of my students come in an hour early and regularly stay an extra half hour to finish their letters, etc. It is quite common for them to request editting help. They don't want to send mistakes.

If I don't read the mail regularly I can expect a lot of disappointed looks from my students.

A couple of things could stand improvement: Many teachers seem to have difficulty with the system and the databases are out of reach to all but the largest schools. Even in its present state, however, the Network is an invaluable tool. I LOVE IT!
BE

REPORT: INNER CITY CONFERENCE - EDMONTON

WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY PROJECT

INNER CITY CONFERENCE

ACTUAL COSTS AS OF FEBRUARY 28, 1987

G. Crook	$ 482.10
S. Kay	850.00
N. Calver	587.50
N. McAlpine	658.65
B. Plosker	659.05
O. Wishnowsky	639.94
B. O'Leary	673.75
	$ 4,550.99

To the Chairman and Members,
Winnipeg Public School Board.

December 15, 1986.

The National Conference for Inner City Education took place in Edmonton, Alberta on November 20, 21 and 22.

During the course of the event participants were given opportunities to take part in planned school visits, various key note addresses, a wide variety of informative sessions and a number of social events. The following is a summary of the activities which the delegates from the Winnipeg School Division experienced.

School Visits

Two separate sets of school tours were organized for the first day of the conference. All six schools within the tour were located in the inner city and represented a wide range of programme models and strategies. Among these there were community schools and alternate programs which focused on native needs, English as a second language and cognitively oriented curriculum models.

Olga Wishnowski, a Winnipeg Guidance Counsellor availed herself of this opportunity to visit two Edmonton Schools which feature elementary counselling programs. From Olga's observations it became clear to her that the Winnipeg School Division has become the leader in the development of a comprehensive, innovative, elementary counselling program.

Key Note Speakers

Conference participants listened to three key note presenters: John Bates, Superintendent Frontenac County, Dr. Lillian Whyte, University of Alberta and Dr. Don Rutledge, Associate Director of Education, Toronto Board of Education.

John Bates spoke of his experience in Toronto's Inner City with particular emphasis upon the importance of early intervention activity learning based instruction and the involvement of parents. Dr. Whyte reviewed a recent study on the nature of inner city learners. Don Rutledge addressed the role language plays in learning both in the home and in the school. All speakers stressed that inner city learners have great potential and that with appropriate programming and a high degree of parental involvement, students will realize that potential.

Informational Sessions

The conference offered an extensive variety of informational sessions which related directly to the inner city perspective. Examples of sessions attended by Winnipeg delegates were; "Enhancing Self Esteem", presented by Dr. Jim Battle, Edmonton Public Schools Student Services, "Inner City Youth - Alternatives to the Street" presented by Shauna McNicol of Alberta Social Services and Community Health, "Cultural Enrichment of Life Values and Positive Self Development" presented by Caroline Chartrand from the Department of the Secretary of State, "In Search of Excellence - A Loving Place" presented by Edmonton principal Steve Ramsankar and "School-wide Discipline policies presented by Peter Smilnich, a counsellor from Edmonton.

Winnipeg Presentations

A special feature of the conference for Winnipeg delegates was the opportunity to make presentations to conference delegates from across Canada.

Gord Ptasnick and Barry Plosker coordinated a session entitled "The Effects of Transiency in Learning: Making a Difference". The session involved presentation of information giving a perspective on Winnipeg's inner city, the historical development of the migrancy program, highlights of research developed from Winnipeg and American sources, an overview of the migrancy program and details of the Strathcona housing registry.

Winnipeg School [illegible]
RECEIVED
JAN 29 [illegible]

Jim Carruthers-Shaw and Susan Kay, teachers from Aberdeen School, presented a model for a unique approach for alternative inner city programming at the Junior High level. The program includes specific classroom rules and implementation processes as well as an individualized academic program.

Summary

The Winnipeg School Division delegates to the Inner City Conference are grateful for the opportunity to attend such a well organized and informative conference. We thank the Core Area Initiatives for their funding and the trustees and superintendents of the Winnipeg School Division No. 1 for their support of this event.

Respectfully submitted,

Nadine Calver

Nadine Calver
Principal, William Whyte
Community School

for

Brian O'Leary
Principal, Isaac Newton School

Neil McAlpine
Principal, Strathcona School

Barry Plosker,
Migrancy Teacher, Strathcona School

Gordon Crook,
Vice Principal, R.B. Russell School

Olga Wishnowski,
Counsellor, King Edward/Norquay School

Jim Carruthers-Shaw/Susan Kay
Teachers, Aberdeen School

REPORT: MARYMOUND SCHOOL - PROJECT LIFE BOOK

Marymound School

442 SCOTIA STREET
Winnipeg, Manitoba
R2V 1X4

July 2, 1987

RECEIVED
JUL 8 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Jack King
Compensatory Support Program
Inner City Initiatives
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Jack,

Enclosed, is my report on the implementation and progress of "Project Life Book."

I have enjoyed working with you during this past year. I have found you to be unfailingly interested and supportive of the Marymound School Program. We have gained from your guidance and advocacy.

Please tell Mrs. Leoppke that I look forward to meeting her in September.

I wish you and Susan every success in your new positions.

Yours sincerely,

Jennifer Janzen

JJ/kp

MARYMOUND PILOT PROJECT:

PROJECT LIFE BOOK

In October, 1986, two Marymound teachers: Pam Munn and Romen Deda submitted a proposal to Inner City Initiative for a pilot project. The goals of this program were as follows -

to develop a computer program for Marymound School that would:

1. provide a guidance/career/counselling base for Marymound students.
2. develop discussion-making and problem-solving skills.
3. encourage positive life choices.
4. develop written and verbal communication skills.
5. enhance self-esteem.
6. increase self-awareness, i.e. values, capabilities and choices.
7. enhance awareness of career choices, educational opportunities, recreational activities and community resources.

Inner City Initiatives provided a $9,950.00 grant to get this project started. With that money, we purchased four computers, disk drives and accessories as itemized in the enclosed invoice.

Our next step was to obtain help and consult in developing the program. We found, to our dismay, that the program that is outlined in the proposal would cost approximately $40,000.00 to produce. In our inexperience, we had not realized the complexity of the program that had been envisioned by our teachers.

In an attempt to meet the goals we had outlined, we obtained a special grant from Marymound to purchase programs that would add a counselling support to our school program. To date, we have spent just over $3,000.00 on appropriate software. I have enclosed a list of the programs now in use at Marymound. We will continue to apply a portion of our annual budget in adding to that list.

I am grateful to you for your understanding and support, although our original program was found to be beyond our means. We have developed a computer area in our school, and the students have been using the materials very energetically and successfully for the past few months.

THE RIGHT JOB (CAREER EXPLORATION)

THE RIGHT JOB IS A CAREER DEVELOPMENT PROGRAM WRITTEN FOR SPECIAL EDUCATION STUDENTS AND OTHER NON-UNIVERSITY BOUND STUDENTS. STUDENTS ARE PREPARED FOR THE JOB SEARCH AND SELECTION PROCESS, WHILE IMPROVING COMPUTER LITERACY.

THIS FOUR DISC PACKAGE ALLOWS STUDENTS TO EXPLORE THEIR INTERESTS AND SKILLS. A SPECIAL SIMULATION FAMILIARIZES STUDENTS WITH THE INTERVIEW PROCESS.STUDENTS WORK WITH A DATABASE OF JOB INFORMATION TO SEARCH FOR JOBS THAT MEET THEIR INTERESTS.

CROSS COUNTRY CANADA

CROSS COUNTRY CANADA PURSUES MANY EDUCATIONAL GOALS SIMULTANEOUSLY. IT IMPARTS FACTUAL KNOWLEDGE ABOUT THE ECONOMIC AND POLITICAL GEOGRAPHY OF CANADA. BASIC CONCEPTUAL SKILLS RELATED TO MAP READING AND INTERPRETATION ARE REINFORCED. AS A SIMULATION, CROSS COUNTRY CANADA PROVIDES A " REAL LIFE" SITUATION FOR UNDERSTANDING THE RELATIONSHIPS WHICH EXIST BETWEEN TIME,DISTANCE AND MONEY IN THE CONTEXT OF BEING A LONG DISTANCE TRUCK DRIVER. IT PROVIDES A REASON FOR AQUIRING AND USING THESE FACTS AND SKILLS.

BANK STREET WRITER

BANK STREET WRITER IS USED BY SPECIAL EDUCATION STUDENTS TO WRITE LETTERS OF APPLICATION AND RESUMES. IT IS USED (WITH PRINTER MODE) TO IMPROVE STUDENTS' WRITING AND EDITING SKILLS BY MAKING WRITING EASIER AND MORE REWARDING; TO FACILITATE THE WRITING PROCESS THROUGH PREWRITING, WRITING AND REVISION; TO TEACH WORD PROCESSING, AN IMPORTANT COMPUTER APPLICATION.

ELECTRONIC MONEY

THE FIRST LESSON OF THIS MODULE EXPLORES SOME FORMS OF MONEY USED OVER TIME AND INVOLVES STUDENTS IN USING THE COMPUTER TO SIMULATE ELECTRONIC MONEY TRANSACTIONS. THE SECOND LESSON RELIES ON THE USE OF A COMPUTER PROGRAM TO SIMULATE A FAMILY BUDGET MANAGEMENT SYSTEM.

INFORMATION MANAGER

INFORMATION MANAGER ENABLES STUDENTS TO USE A VARIETY OF COMPUTER-BASED TOOLS TO RESPOND TO THE CHALLENGES THAT FACE THEM AS THEY MANAGE RADIO STATION MECC-FM. DESIGNED FOR STUDENTSIN GRADES SEVEN THROUGH TWELVE, THE PACKAGE PROVIDES A SIMULATED ELECTRONIC MAIL SYSTEM, A CALCULATOR, A DATABASE, AND A WORD PROCESSOR.

MANAGING FOR SUCCESS

MANAGING FOR SUCCESS IS A COMPUTER ORIENTATED CAREER PLANNING GUIDE FOR SPECIAL EDUCATION HIGH SCHOOL STUDENTS. THROUGH THE COMPUTER MEDIUM IT ALLOWS STUDENTS TO ASSESS THEIR SKILLS AND ATTITUDES, WRITING A CAREER PLAN, AND DEVELOPING INTERVIEW TECHNIQUES.

CHOICES JUNIOR

CHOICES JUNIOR IS A COMPUTERIZED CAREER EXPLORATION SYSTEM DESIGNED FOR STUDENTS FROM GRADE 6 AND BEYOND. IT INTRODUCES THE PROCESS OF CAREER EXPLORATION IN A FASHION WHICH IS AT ONCE EDUCATIONAL AND ENJOYABLE. THE SYSTEM IS BASED ON THE PREMISE THAT SELF-KNOWLEDGE IS THE CORNERSTONE OF THE CAREER EXPLORATION PROCESS. WHILE IT ENCOURAGES USERS TO SERIOUSLY CONSIDER THEIR NEEDS, IT ALSO GOES A STEP FARTHER. IT GRAPHICALLY DEMONSTRATES THE IMPACT OF SELF-AWARENESS ON ONE'S RANGE OF CAREER ALTERNATIVES. THE SYSTEM SORTS CAREER FIELDS IN THE WORLD OF WORK ON THE BASIS OF USER INPUT AND PROVIDES LISTS OF ALTERNATIVES TO BE EXPLORED.

THE RESULTS OF THE CHOICES JR EXPERIENCE FOR STUDENTS SHOULD BE NCREASED KNOWLEDGE AND AWARENESS OF:

1. PERSONAL NEEDS, ABILITIES, ATTITUDES AND EXPECTATIONS.
2. THE WORLD OF WORK AND CAREER ALTERNATIVES.
3. THE IMPACT OF PERSONAL NEEDS ON THE NUMBER AND TYPE OF CAREER ALTERNATIVES AVAILABLE TO THEM.
4. THE IMPACT OF CAREER DECISIONS UPON ONE'S LIFE.
5. THE PROCESS OF CAREER DECISION MAKING AND PERSONAL PRIORITY-SETTING.
6. THE NEED TO TAKE CAREER EXPLORATION SERIOUSLY AND TO STRIVE TOWARD WELL-INFORMED CAREER DECISIONS.

Apple Canada Inc.

This Is Your
Voici Votre INVOICE

5-67

Please Remit To:
Veuillez remettre à:
7495 BIRCHMOUNT RD.
MARKHAM
ONTARIO
L3R 5G2

2/05/87

Please Detach At Perforation When Remitting Payments
Veuillez détacher cette portion à la perforation lorsque vous remettez le paiement.

Page	Customer No./Nº du client	Reference No./Nº du référence
1	61 001817	85935

Amount Due/Montant À Payer	Amount Remitted/Montant Remis
9,538.94	

SOLD TO / ACHETEUR
MARYMOUND SCHOOL
442 SCOTIA STREET
WINNIPWG, MAN. MA

SHIP TO / ENVOYER A
MARYMOUND SCHOOL
442 SCOTIA STREET
WINNIPWG, MAN. MA R2V 1X4

Cu mer Number Nº client	Customer Purchase Order No. Nº du bon de commande du client	No. (Sales Order) (Commande De Ventes)	Ref. No./Nº de référence	Ref. Date de référence	Terms/Termes
61 001817	*78404	61 132787-000	85935	2/05/87	NET 30 DAYS

A e	Product Number Nº de Produit	Product Description/Description de produit	Total Ordered Total Commandés	Total Shipped Total Livrés	Unit Price Prix Unitaire	Extended Price Prix Total
1	A2P6071	APPLE //GS COLOUR COMPOSITE STARTER SYSTEM	4	4	1601.000	6404.00
	A2S6000C E70304N	APPLE //GS CPU E70304Y E7040H8 E7040SY	4	4		
3	A9M0107Z KBB0426	5.25" DRIVE - PLATINUM KBB0427 KBB0428 KBB0450	4	4		
	A2M6020 S034647	APPLECOLOUR COMPOSITE S034711 S034722 S034738	4	4		
	A2P6061	APPLE //GS MONOCHROME STARTER SYSTEM	1	1	1366.000	1366.00
6	A2S6000C E7040T9	APPLE //GS CPU	1	1		
	A9M0107Z KBB0425	5.25" DRIVE - PLATINUM	1	1		
8	A2M6016 T017282	APPLE MONOCHROME 12" B/W	1	1		
	A9M0107Z KBB0421	5.25" DRIVE - PLATINUM KBB0422 KBB0423 KBB0424	4	4	273.000	1092.00
10	A2B2023	EXTENDED 80-COLUMN TEXT CARD APPLE //E	1	1	137.000	137.00

These Commodities Licenced by the United States for Ultimate Destination - Canada. Diversion Contrary to U.S. Law Prohibited.

Sa erson Ag de ventes	Contact Contracte	Entered Date d'inscription	Ship Date Date d'expédition	Routing/Acheminement	Waybill No./Nº d'avis d'expédition
08502		1/30/87	2/05/87	KWIKASAIR	A32942

Shipped From:
Point D'Expédition:
TORONTO WAREHOUSE

Special Instructions:
Instructions Particulières:

Subtotal Somme partielle	8999.00
Tax Taxes 6.00 %	539.94
Insurance Assurance	.00
Shipping Frais de livraison	.00
TOTAL	9538.94

[illegible]

Apple Canada Inc.

ORIGINAL INVOICE - FACTURE ORIGINAL

Form No. 22-001 Rev.

REPORT: PERSONAL SAFETY PROGRAM
SEVEN OAKS NO. 10 AND RIVER EAST NO. 9

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba CANADA
R3B 1H9

DATE: May 23, 1986

REGION: Urban

SCHOOL DIVISION: Seven Oaks S.D.#10

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $14,500

PROJECT: Sexual Abuse Prevention

FILE NO: PR-SD10-65

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.F. fund to a maximum of $8,000 contingent upon a submission of a reworked budget indicating costs directed to elementary and junior high. That final evaluation be submitted April 15, 1987.

RECOMMENDATION: $8,000

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 21, 1985

REGION: Urban

SCHOOL DIVISION: River East School Division #9

SCHOOL: Division Wide

RENEWAL:

NEW: X

PILOT:

REQUEST: $ 20,000.00

PROJECT TITLE: Child Abuse Prevention and Counselling Program

FILE NO.: PR-SD9-171

ADJUDICATION PANEL COMMENTS / CONTINGENCIES / RECOMMENDATIONS:

That ME fund $6,280.00 to cover the costs of workshops and substitutes. An accounting of expenses to be submitted to ME by the Superintendent's Department upon completion of the first year.

RECOMMENDATION: $ 6280.00

REPORT: TEACHER MENTOR PROGRAM

RIVER EAST SCHOOL DIVISION NO. 9

Manitoba

Education

Regional Services

116 — 1200 Portage Avenue
Winnipeg, Manitoba, CANADA
R3G 0T5

DATE: November 18, 1986

REGION: Urban

SCHOOL DIVISION: River East S.D.#9

SCHOOL:

RENEWAL:

NEW:

PILOT: X

REQUEST: $10,000

PROJECT TITLE: Teacher Mentor

FILE NO: PR-SD9-299

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund the Teacher Mentor Program to $10,000 with the following contingencies:

1) that the Division provide M.E. with copies of interim and final evaluation reports; and
2) that a commitment is given by the Division to develop a strategy for sharing information and findings with inner city teaching staff including such activities as writing articles, sponsoring forums and attending meetings; and
3) that a statement of expenditures and a report on the staff development phase be completed by May, 1987.

RECOMMENDATION: $10,000

REPORT: 'I LOVE TO READ' DAY

5-74

"I Love To Read Day"

A COMMUNITY CELEBRATION OF LITERACY

FINAL REPORT

Organizers: Manitoba School Library Audio Visual Association (MSLAVA)
-represented by Diane Laurin & Sandra Proudfoot

Parent Program Co-ordinator, Winnipeg School Division No. 1
-Joan Hall

Reading Council of Greater Winnipeg
-represented by Carol Hryniuk-Adamov
Jane Robinson
Christine Rogers

Winnipeg Public Libraries
-represented by Bessie Egan, Co-ordinator of Children's Services

Financial Sponsors: Inner-City Initiative
Ault Dairies
The Winnipeg Foundation
Canadian Imperial Bank of Commerce

MAR 30 1987

Introduction

"I Love to Read Day" was a highly successful community celebration of literacy, organized by The Manitoba School Library Audio Visual Association (M.S.L.A.V.A.), the Parent Program Co-ordinator for Winnipeg School Division No. 1, the Reading Council of Greater Winnipeg and the Winnipeg Public Libraries. It was held on Saturday, February 14, 1987 from 10 am. - 3 pm. at Eaton Place Mall and the Centennial Library.

The day began with Opening Ceremonies in the Eaton Place Mall. A number of local dignitaries and celebrities donated an hour of their time to focus on the critical importance of reading in their personal and professional lives. Mayor William Norrie signed the official proclamation for "I Love to Read Day and Week", followed by presentations from Pearl McGonigal, Susan Bennett, John Bonk, Pat Cantner, Joey Gregorash, Brother Jake, Sylvia Kuzyk, Ronald McDonald, and Laurie Mustard.

The day continued with entertainment and displays in the mall, concurrent with workshops in the library.

Review of Goals:
For "I Love To Read Day"

The following goals had been established for this event:

1. To promote a lifelong love of reading.

2. To foster children's and adult's interest in reading.

3. To involve parents, children, teachers and librarians in the community to celebrate literacy.

4. To inform the public of the work being done to promote reading and writing in our schools and community.

5. To provide workshops for parents and children together.

Program Evaluation

Process: Prior to the event, Brent Guinn, at the Research Department for Winnipeg School Division No. 1, was contacted for evaluation guidelines. All of his suggestions were incorporated in our evaluation process.

An on-site evaluation form was given at each workshop session. A representative of MSLAVA visited each school display table to obtain informal feedback from the presenters. Following the event, each member of the Steering Committee for "I Love to Read Day" submitted a final written report summarizing their subcommittee's activities and making specific recommendations.

Results:

MALL EVENTS:

A total of 41 schools were represented at the mall. These included Robertson, Pinkham, Mulvey, Strathcona, Kent Road, River Elm, Rockwood, Montrose, Wolseley, King Edward, Glenelm, Lansdowne, Sir William Osler, Fort Rouge, Margaret Scott, R.B. Russell, William Whyte, Ralph Brown, Shaughnessy Park, Weston, Victoria Albert, Norquay, Champlain,St. John's, Brock-Corydon and LaVerendrye from within Winnipeg School Division No. 1. Please see Appendix I for a complete list of participating schools and organizations. Other displays by organizations of interest to inner-city parents included Multiculture Educational Resource Centre (M.E.R.C.) at the Manitoba Department of Education and "Bookmates". Inner city intertainment was provided by the Gordon Bell Vocal Jazz Ensemble.

Diane Laurin and Sandra Proudfoot, co-ordinators of the mall events, synthesized the following informal feedback and future recommendations:

Positive comments which were highlighted during the events:

-sharing of ideas
-increased public awareness
-people were able to focus on one similar interest - reading
-parent interest was stimulated
-an image builder for students and teachers
-gave positve feedback for displayers
-bridged the gap between schools, businesses and the community
-entertainers enhanced the importance of reading
-town crier tied the day's events together
-The time and date, February 14, were excellent to promote the "Love" of reading.

Recommendations

For Mall Events

-an alternate location where improved facilities such as PA system, and better location for display tables
-more balloons in the mall promoting the day
-contracts to be signed by entertainers
-more money to be allocated to the entertainment budget
-tables to be arranged so displays are readily accessible to the public
-Master of Ceremonies is important to co-ordinate the day's activities
-People organizing the event should be free to circulate so they can help out where needed especially for public relations
-It was suggested that opening ceremonies be held between 12:00 - 1:00 p.m. to accomodate a wider audience
-More information about the school's display should be included on the registration form. (i.e.) types of books, theme, genre - AV display, slides/tapes - posters - puppets
-Local celebrities and dignitaries added much to the day by accentuating the importance of reading

LIBRARY EVENTS:

There were nine workshops in total offered for parents and children together. These were:

STORYTELLING - presented by Roslind Sherman, Winnipeg storyteller.

COOKING WITH KIDS - presented by Judy Ralph, Nutrition Consultant for Winnipeg School Division No. 1.

IAN WALLACE - presented by this award - winning Canadian author and illustrator. (2 Sessions)

NEWSPAPER IN EDUCATION - presented by Joan Abeles, Manager of Promotional and Educational Services for the Canadian Daily Newspaper Publishers Association. (2 Sessions)

READING WORDLESS PICTURE BOOKS - presented by Donna Biglow, Executive Director of "Bookmates".

BOOKMAKING - presented by Bev Struch, Kindergarten teacher for River East School Division.
TRENDS IN CONTEMPORARY CHILDREN'S PICTURE BOOK - presented by Bessie Egan, Co-ordinator of Children's Services for the Winnipeg Public Library.

The workshops took place in the Assembly Room and the Auditorium of the Centennial Library. The location in this library was an important feature of the event because we wanted to attract inner-city residents and make the site highly accessible to those who travelled by bus. However, parking for the day became costly for those who registered for a full day of sessions.

The Centennial Library staff was very accommodating and Bessie Egan, Co-ordinator of Children's Services was extremely helpful. However, the central library location only afforded two meeting rooms and this was a drawback. Judging by the significant public demand for these sessions, we needed more room for such popular sessions as "BOOKMAKING", CONTEMPORARY TRENDS IN PICTURE BOOKS" and IAN WALLACE. These could easily have attracted more than a hundred people in each session.

Due to stringent fire regulations, registration had to be carefully regulated. Pre-registration forms were sent to all Winnipeg Public Libraries, Reading Council of Greater Winnipeg members, M.S.L.A.V.A. contact people, all Winnipeg No. 1 schools, C.E.D.A. workers who served as contact people, Parent-Child Centres and inner-city day care centres. Personal contacts were also made with a number of inner-city principals. The deadline for pre-registration forms was January 20, 1987. All sessions were full by January 31, 1987 due to heavy pre-registration. People continued to call until February 12, 1987 expressing a desire to attend sessions.

Inner-city representation in workshops was good. Staff, parents and children from the following inner-city schools and centres were involved in the workshops: River Elm Parent Resource Centre, Greenway, Dufferin, Lord Nelson, David Livingstone, Norquay, Glenelm, Cecil Rhodes, Ralph Brown, Hugh John MacDonald, Laura Secord, Principal Sparling, George V, Margaret Scott, Wolseley, King Edward, and William Whyte School.

A number of inner-city librarians also brought small groups of children from their schools. These dedicated librarians are to be commended for their efforts.

On-Site Registration

Registration procedures were very carefully organized. Each group had a facilitator who had a complete alphabetical computerized print-out of all pre-registered people and those who had been wait-listed. Eventually, all people on the waiting-lists were admitted when those registered did not appear on-site. In addition, some people who came to the library by chance were also admitted in an orderly fashion.

Based on informal responses and evaluation forms, Jane Robinson and Carol Hryniuk-Adamov, who co-ordinated the library workshops, synthesized the following feedback and future recommendations:

Strengths
Of Library Workshops

1. A wide range of topics were offered and all topics were popular with participants.
2. The workshops were a unique opportunity for parents, children, librarians and teachers to learn together.
3. Parents heartily welcomed practical informative workshops at NO COST.
4. The central location of Centennial Library was highly accessible.
5. People continued to browse through the library after the workshops.
6. Parents really appreciated the detailed, educational hand-outs in the sessions.
7. Parents really enjoyed the "hands-on" approach of the workshops which gave them specific activities to do with their children at home.
8. The presenters were experts in their field and very well received by parents and children. Both local and national experts were featured.
9. The workshops generally ran smoothly due to detailed advance planning and on-site facilitation by dedicated volunteers in sessions and at the Information Booth.
10. Transportation was offered to inner-city parents with children.
11. The workshops were very enthusiastically received and a desire for future events of this nature has been strongly indicated.

Future Recommendations

For Workshops

1. Allow a longer pre-registration period.
2. Continue very systematic pre-registration and on-site registration procedures. Simplify the form.
3. Designate sessions which are exclusively for children or adults, if such sessions are planned.
4. Allow more time for each session. Forty-five minutes was too short for the sessions.
5. Allow for transition time between sessions.
6. Allow for a lunch hour.
7. Call for workshops proposals.
8. Repeat sessions should be offered for popular topics.
9. Larger and greater number of conference rooms are needed to accommodate the number of interested people.
10. Plan for an easily accessible location with convenient parking and access to public transportation.
11. There needs to be more media coverage of such an important community literacy event.

The Workshop committee strongly recommends that workshops for parents and children be a featured component of future "I Love to Read Day" events.

SUMMARY

"I Love to Read Day" successfully involved parents, children, teachers and librarians in the community to celebrate literacy. We surpassed this original goal by attracting high-profile dignitaries and celebraties who enthusiastically promoted a lifelong life of reading by giving a public testimony of the critical importance of reading in their lives.

The "I Love to Read Day" mall displays successfully focussed the public's attention on the work being done to promote reading and writing in forty-one of our schools, as well as six community organizations.

The "I Love to Read Day" library events provided nine workshop sessions for parents and children together. This was a unique community forum for public education in the inner-city.

Follow-up literacy activities in the schools, observed by Steering Committee members, indicated that this program has generated children's and adult's interest in reading.

The overwhelming formal and informal response to the workshops and mall displays unquestionably indicates the public's desire for more events of this nature and also demonstrates their willingness to actively participate in such a community-educational venture.

The Steering Committee of "I Love to Read Day" is very greatful to the generous financial support of our sponsors Inner-City Initiative, Ault Dairies, The Winnipeg Foundation and The Canadian Imperial Bank of Commerce. Without their financial assistance such a large scale project as "I Love to Read Day" would not have been feasible.

The Steering Committee would also like to thank the Board of Directors of MSLAVA as well as the School Library Event Committee, the Board of the Reading Council of Greater Winnipeg, The E.I.P. Parent Resource Committee of Winnipeg School Division No. 1, the Winnipeg Public Library staff, Child Guidance Clinic's Reading Department and the Clinic secretarial staff for their special support. The committee is particularly appreciative of Denise Funk's technical assistance throughout the project.

Respectfully submitted,

The 1987 "I Love to Read Day"
Steering Committee

Appendices

Appendix I	Mall Events
Appendix II	Report from Bessie Egan, Co-ordinator of Children's Services, Winnipeg Public Library.
Appendix III	Library Events - Summary of the Evaluation Forms for the Library Workshops.
Appendix IV	Final Financial Report
Appendix V	Future Funding Recommendations

APPENDIX I

MALL EVENTS

In March 1986, Manitoba School Library Audio Visual Association (MSLAVA), Parent Programs of the Winnipeg School Division No. 1, Winnipeg Public Libraries and the Reading Council of Greater Winnipeg joined together to plan a joint "I Love to Read Day." Two central locations were chosen; the Centennial Public Library for the workshops and visiting author and the Eaton Place Mall for the Opening Ceremonies, the display of the children's work and professional entertainment. It was decided that MSLAVA would be responsible for the Mall Events and the Winnipeg Public Library, the Reading Council of Greater Winnipeg and the Parent Programs would be responsible for the workshops held at Centennial Library.

On September 3, 1986, MSLAVA-SLE (School Library Events) committee held their first planning meeting with their members: Betty Brown, Edith Doyle, Irene Huska, Cathie Keyzer (MSLAVA President), Donna MacKenzie, Isabel Tkach, Diane Laurin (Co-chairperson of SLE), Sandra Proudfoot (co-chairperson of SLE). Two committees were struck: one for mall events (ie) recruitment of mall displays, entertainment, communicating with Eaton Place Operations Ltd. and the other was for publicity purposes (ie) to promote the event with posters, press releases, bookmarks and letters to the community and school publications of the up coming "I Love To Read Day".

Due to the success of this event, the goals that we set out to achieve were met in all respects. The sub-committees felt that this endeavor was a worthwhile undertaking involving parents, teachers and librarians in the community for the purpose of "Reading".

TIME LINE - MALL EVENTS

September 1986

1. Logo by Jim Baron - Thank you sent to Jim.

2. Eaton Place Merchant's Association was telephoned as a follow-up to the letter of August 17, 1986 - Bettie Johnston responded with a letter on September 17, 1986 confirming that the mall space was booked.

3. MSLAVA - SLE committee met - sub-committees were struck -

- Mall Events - Diane Laurin
  Donna MacKenzie
  Betty Brown
  Irene Huska
  Edith Doyle
- Publicity - Sandra Proudfoot
  Isabel Tkach

4. Mall Events divided into school divisions.

- Edith Doyle - River East
  Transcona
  Private Schools

- Donna MacKenzie - St. Boniface #4
  Fort Garry #5
  Norwood #8
  St. Vital #6
  St. James Assiniboia #2
  Assiniboine South #3
  Seven Oaks #10

- Betty Brown - Winnipeg School Division #1

- Irene Huska - Rural Manitoba
  - Crescentview - Portage La Prairie
  - Harrison Junior High - Brandon
  - Lord Selkirk Regional Secondary School
  - Edward Schreyer School - Beausejour
  - Powerview School
  - Ecole Noel - Ritchot St. Norbert
  - Elmdale School - Steinback
  - Letellier
  - Library Service Centre - Sanford, Man.
  - Elie Elementary
  - Stonewall Collegiate
  - Gimli Composite High
  - Neepawa Area Collegiate

5. A letter was sent to every division asking for a contact person.

6. The contact person was sent a packet of display ideas, a sample of the Reading Council's "Read" booklet and order form.

7. By the end of September the contact people were phoned to discuss displays and to answer any questions they might have regarding "I Love to Read Day".

October 1986

1. Display forms were sent to contact people.

2. Entertainment. The following people were contacted and agreed to be part of our entertainment program - Howard Hicks MC, Len Udow, Mimeworks, Isaac Newton Band, Nicole Moniot.

November 1986

1. A signed contract and a $25.00 cheque were sent to Eaton Place along with a request for more tables and chairs.

2. A display form was translated into French and sent out to all French speaking schools.

3. A thank-you letter was sent to Madeleine Coderre, who translated the display form.

December 1986

1. Display table replies were starting to be sent in.

2. A letter was sent out to contact people encouraging schools to sign up for mall display tables.

January 1987

1. Len Udow and Isaac Newton Band cancelled - other performers were contacted.

2. New Entertainment Program:
   10:00 Opening Ceremonies
   11:00 Nicole Moniot
   12:00 Gordon Bell Vocal Jazz Ensemble
   1:00 Mimeworks Mime and Storytheatre
   2:00 Blarney Band

3. Contacted the Winnipeg Musicians' Association for funding/confirmed by Cor Geaudry.

4. Met with Bettie Johnston and discussed (Jan. 26 meeting)
   - tables and chairs
   - stage
   - Board Room
   - Gave her a copy of Mall Events
   - Passes (VIP workers)
   - P.A. System - 3 mikes, piano
   - Posters

5. A letter was received from Bettie Johnston confirming arrangements of the January 26, 1987 meeting.

6. Jim Baron was contacted re - main events poster for Mall and Centennial Library.

7. A letter was sent to schools who registered a display table informing them of their table number. Included in the letter were regulations regarding the display and a map of Eaton Place Mall.

February 1987

1. All entertainers were contacted and times were confirmed.
2. The script was written for the town crier.
3. Contact with Eaton Place Mall was made re: Board Room and balloon space.
4. Eaton Place informed us that they would not supply 3 microphones.
5. Dance Masters will provide the microphones for $60.00.
6. Thank you cards were sent to the entertainers and the schools and organizations having display tables at the Mall.
7. The events at the mall were definitely a tremendous educational success.

TIME LINE - PUBLICITY

October 1986

1. 2000 Brochures for SAG groups - MSLAVA, MART, Reading Council, MATE.
2. Letter sent to J. Storie re-proclamation - "I Love to Read Day".

December 1986

1. A letter was sent to all Librarians encouraging them to promote "I Love to Read Day".
2. 500 posters produced by TecVoc. Sent to 23 public libraries and all greater Winnipeg Schools.

January 1987

1. 50 publicity releases sent to TV, Radio, Print Media.
2. 50 publicity releases wnt out. Proclamation sent to all Manitoba Schools.

February 1987

1. 3000 bookmarks from TecVoc.
2. 1000 to public libraries.
3. 1000 to CEL.
4. 1000 distributed on February 14.

Positive comments which were highlighted during the event:

- sharing of ideas
- increased public awareness
- people were able to focus on one similar interest - reading
- parent interest was stimualted
- an image builder for students and teachers
- gave positive feedback for displayers
- bridged the gap between schools, business and the community
- entertainers enhanced the importance of reading
- town crier tied the day's events together
- The time and date, February 14, were excellent to promote the "Love" of reading.

Recommendations

- an alternate location where improved facilities such as PA system, and better location for display tables.
- more balloons in the mall promoting the day

- contracts to be signed by entertainers
- more money to be allocated to the entertainment budget
- contact with Glen Harrison of Winnipeg School Division for more student participation in the entertainment program
- tables to be arranged so displays are readily accessible to the public
- Master of Ceremonies is important to co-ordinate the day's activities
- People organizing the event should be free to circulate so they can help out where needed especially for public relations
- It was suggested that opening ceremonies be held between 12:00 - 1:00 p.m. to accomodate a wider audience
- More information about the school's display should be included on the registration form. (i.e) types of books, theme, genre - AV display, slides/tapes - posters - puppets
- Local celebrities and dignitaries added much to the day by accentuating the importance of reading.

DISPLAY TABLES

1. Provencher/Guyot
2. Howden
3. Lacerte
4. Tache
5. Frontenac
6. Salisbury
7. Angus Mckay (River East)
8. Ralph Maybanks (Ft. Garry)
9. Spring Valley (St. James)
10. Silver Heights (St.James)/Sansome
11. Minnitonka (St. Vital)
12. Dr. W. Penner (St. Vital)
13. Robertson
14. Pinkham
15. Mulvey
16. Strathcona
17. Kent Road
18. River Elm
19. Rockwood
20. Montrose
21. Wolseley
22. King Edward
23. Glenelm
24. Lansdowne
25. Sir William Osler
26. Ft. Rouge
27. Margaret Scott
28. R.B. Russell
29. William Whyte
30. Ralph Brown
31. Shaughnessy
32. Weston
33. Victoria Albert
34. Norquay
35. Champlain
36. St. Johns
37. Brock Corydon
38. La Verendrye

Multiculturalism - Manitoba Dept. of Ed.
Reading Council of Greater Winnipeg
Reading Council Programs
Manitoba School for the Deaf
Bookmates
MSLAVA
Correspondence Branch

DISPLAY TABLES FROM THE GREATER WINNIPEG AREA

#1, 2 Provencher/Howden/Guyot Ecoles (St. Boniface)

A variety of books, some by individual students, others a group effort; written in French. Also shoe-box dioramas depicting scenes from children's books.

#3 Lacerte (St. Boniface)

Books written in French by students on themes such as Christmas and Hallowe'en. Many of the books had intriguing moving parts.

#4 Tache (St. Boniface)

Puppet theatre; 2 performances given; one in the morning, the other in the afternoon.

#5 Frontenac (St. Boniface)

Display of paper hats made by students in a unit based on The 500 Hats of Bartholomew Cubbins; a variety of student-made books of stories; "Circle" book reports, T-shirt, Tree poems, limericks, cinquain.

#6 Salisbury (River East)

A display of paper crafts based on ideas in book Have You Ever Eaten Lunch With a Dinosaur, written by teacher Margaret Tatlock.

#7 Angus McKay (River East)

"Activity Boxes" based on books by favourite authors; (made by Grade 6 students). Also book jacket book reports and embroidered pendants advertising books.

#8 Ralph Maybank (Fort Garry)

Display of project called "Dragons and Castles" by a Grade 6 class. (Included models, reports and books).

#9 Spring Valley Junior High
(St. James-Assiniboia)

Display of books on computers, popular novels for teenagers, sample book review forms.

#10 Sansome/Silver Heights
(St. James-Assiniboia)

Slide presentation of Silver Heights Collegiate library; display of print material (books and magazines) as well as a sample card catalogue drawer.

#11 Minnitonka (St. Vital)

Plasticine art display based on Leo Lioni's book The Greentail Mouse.

#12 Dr. D. W. Penner School
(St. Vital)

Book of activities and pictures explaining a reading theme called "The Monster madness Program".

#13,14 Robertson-Pinkham

Various children's booklets on different countries and other themes.

#15 Mulvey

Student made books promoting the "I Love to Read Week" at Mulvey School. Research animal projects added to the display.

#16 Strathcona

Pictures and activities explained how the bulk reading program helps the Strathcona student improve their reading.

#17 Kent Road

Booklets and posters on how animals adapt to the environment.

#18 River Elm

A display of artwork relating to favourite books.

#19 Rockwood

Student books about color.
e.g. Red is.........

#20 Montrose

Student books with computer made covers. e.g. How the __?___ got it's __?___

#21 Wolseley

Display of student made books on various themes. e.g. Adventure at the Gold Mine.

#22 King Edward

A variety of books and masks were on display.

e.g.

1. Heroes-a class book of heroes.
2. Whale shape books with research.
3. The Important Book.
4. An AV display on enrichment days at King Edward.

#23 Glenelm

Photo display of students in various stages of writing process to create books. -AV display of student authors.

#24,25 Lansdowne/Sir William Osler

Various examples of student made books and projects.

e.g.

1. Shape books, Skate books, turtle books.
2. Research books - Ground Hog Day.
3. Plasticine pictures on trays modeled after"The New Baby Calf".

#26 Fort Rouge

-Student made books and masks on favourite books such as The Snowy Day, The New Baby Calf.

-Christmas stocking filled with favourite story characters.

-A large picture done by the kindergarten class on The New Baby Calf.

#27 Margaret Scott

Computer display with students demonstrating. Multiscribe program-display of computer printed books.

A book summarizing the Margaret Scott/Isaac Newton Cross-Age Tutoring Program in which Junior High students tutor elementary students in Reading.

#28 R.B. Russell

Included in their display were the Advertising Art Department's illustrated books on the Indian Legend called Granite Peak, a student made talking book (picture/script and tape) of a "A Tour of Historic Point Douglas", and The Awareness 11 student made poetry book.

#29 William Whyte

Game Board using sequencing of story plot,
-ABC books modelling Cleary's ABC's book,
-What Do You See?(peek through book)
-puppets.

#30 Ralph Brown

Student and class books on Animals Should Definitely Not Wear Clothing.

#31 Shaughnessy

Book display dealing with many different genres and research projects. e.g. Research on Lower Fort Garry.
- Books on Snowmen

#32 Weston

AV slide/tape presentation demonstrating how reading is taught and encouraged at Weston School.
- an intergrated research and poetry project on spiders.

#33 Victoria Albert

Backdrops explaining the step by step approach to help you do a research project.

- Books modelled after The King Who Cancelled Christmas.

#34 Norquay

Student made books on a make belief journey intitled "The Incredible Journey"

#35 Champlain

Book display of student made books. e.g. Hallowe'en books modelled after Brown Bear, Brown Bear; What Are Those Blue Things.

- Display of puppets used for students telling fables.

#36 St. John's

St. John's Grade 9 English class presented their colorful posters promoting different aspects of mystery books.

#37,38 Brock Corydon, La Verendry

Various individual and class made books. e.g. -Poetry books
-Family books
-Car books

#39 D. Langrell. The Correspondence Branch had a display of course outlines that are available to students.

#40 The Reading Council of Greater Wpg.

-displayed books and pamphlets that encourage reading with children. They also advertised their last program for the year "Reading Aloud" with Jim Trelease.

$41 The Multicultural Educational Resource Centre

-showed with posters, books and pamphlets the greater ethnic diversity in Manitoba.

#42 The Geneological Society

-had a most interesting display of Manitoba documents and material used in tracing your family history.

#43 Bookmates

-had a display of pamphlets.

#44 MSLAVA

-presented their sound-slide presentation on school libraries.

APPENDIX II

I LOVE TO READ DAY PLANNING COMMITTEE REPORT

Although I Love To Read Day occurred one week ago, it seems hard to believe that the event is over. My overall impression of the programmes is favorable -- everything seemed to be fairly well organized and co-ordinated.

The opening ceremonies were excellent. If this type of event is planned in coming years, it might be valuable to videotape this portion of the programme of if that isn't possible, to make arrangements with a local cable TV company to come in with a mobile unit.

The following suggestions might be useful the next time around:

-- Allow for more time between workshop sessions
-- Designate session which might be held exclusively for children and/or adults if such sessions are planned
-- Workshop proposals to be screened by planning committee or committee should decide the types of sessions planned then look for persons who can do them
-- More space at exhibits

It is with great pride that I was able to participate in the planning of this event -- to see an idea become a real community effort. I also felt that it was a wonderful opportunity to work with new people who were so dedicated to this event. I hope that when I Love To Read Day 88 occurs, I will once again be asked to work on the planning committee. It is hoped that the success of this event will further the cause of children and families reading and sharing literature.

SUBMITTED BY: BESSIE EGAN
COORDINATOR OF CHILDREN'S SERVICES
WINNIPEG PUBLIC LIBRARY

February 24, 1987

APPENDIX III

LIBRARY EVENTS

Summary of Evaluation Forms For The Library Workshops

Summary of the Evaluation Forms for the Workshops - Centennial Library.

Overview - Nine workshops given in total
- Workshops ran continiously throughout the day (4 time slots)
- Approximately 45 minutes long. (with exception of Ian Wallace - whose sessions were 30 min. long.)

Summary of each workshop: Key:

1. Number of people registered
2. Number of people in attendance
3. Number of children registered in session
   *children had to register with a parent
4. Audience evaluation of workshop based on randomly given feedback forms:
   a). ratings:
   b). comments:
   c). audience

SESSION 1A:

STORYTELLING—Rosalind Sherman

1. 100 (capacity) with waiting list
2. 68
3. 50 (1/2 of total registrants)
4. a). On the scale from 1 (negative) - 5 (positive), responses ranged across the continuum. Collective majority in 2,3,4, "middle" area but decidedly more 5 ratings than 1's.
   b). Comments were negative: Presenter was not well received. Comments criticized her rapport with the children and her brand and technique of storytelling. (more entertainment than storytelling). Not recommended.
   c). Parents, librarians, teachers and 1 child care worker.

SESSION 1B

COOKING WITH KIDS—Judy Ralph

1. 50 (capacity) with waiting list
2. 35
3. 26 (1/2 of total registrants)
4. a). On the scale from 1 (negative) - 5 (positive), responses were in the 3,4,5, ..positive feedback. Majority of responses were 5.
   b). Paucity of comments: one person indicated that presenter was a bit disorganized while another said it was well-organized. Ratings indicate that registrants were happy with the session, learned something practical and would recommend this session.
   c). Parents, teachers, librarians.

SESSION 2A

IAN WALLACE

1. 100 (capacity) with waiting list.
2. Session full - 76 accounted for and approximately 25-30 people who were not registered were let in after appropriate waiting period.
3. 30 (1/2 of total registrants)
4. a). Overwhelmingly (5)'s all the way.
   b). Comments indicated presenter was very well received and presentation was excellent and enjoyable. People also commented about a desire to have more sessions to accomodate more children.
   c). Parents, librarians, teacher, child, child-care worker, clinician.

SESSION 2B

NEWSPAPER IN EDUCATION - Joan Abeles

1. 35 (capacity) with waiting list.
2. 16
3. 20 (more than 1/2 of total registrants)
4. a). Overwhelmingly positive ratings, majority (5) with a few 4 ratings.
   b). Comments were positive: great handouts, super ideas. Ratings indicated that the people were happy with the session, learned something practical and would recommend this session. Only negative comment regarded facilities (i.e. more tables were needed for working).
   c). Parents, teachers, librarians.

SESSION 3A

WORDLESS PICTURE BOOKS - Donna Biglow

1. 50 (capacity)
2. 15
3. 23 (approx. 1/2 of total registrants)
4. a). Ratings were somewhat spread out - majority used 3 & 5 rating, indicating average satisfaction with the session.
   b). Comments were in reference to location and time (collision with Festival du Voyageur). Location was a problem because two workshops were going on simultaneously in the same room (seating capacity of 100) - was very distracting. Also a comment for more handouts, Knowledgabel presenter.
   c). Teachers, librarian, parent, child care student at RRCC.

SESSION 3B

NEWSPAPER IN EDUCATION - Joan Abeles

1. 35 (capacity) with waiting list
2. 18
3. 15
4. a). Ratings used 4 & 5 with 2-(3) ratings
   b). Comments were positive: excellent handouts, practical, people would be interested in attending such a session again.
   c). Parents, teachers, clinician and "other"

SESSION 3C

BOOKMAKING - BEV STRUCH

1. 50 (capacity) with waiting list
2. 49
3. 30 (more than 1/2 of total registrants)
4. a). Overwhelmingly 5 ratings (a few 4's)
   b). Comments indicated people were extremely pleased with the session. The only criticism was that more time was needed.
   c). Parents, teachers, librarian.

SESSION 4A

IAN WALLACE

1. 100 (capacity)
2. 62 accounted for but others admitted and not signed in ..approx. 80 chairs filled.
3. 55 (more than 1/2 of total registrants)
4. a). Extremely positive ratings - vast majority indicated 5 (some 4's and one 3 as well).
   b). Comments - People were very pleased - indicated that this was not as practical as session as some others but nevertheless excellent. Criticisms were about location (children couldn't see the illustrations and should have been invited up to the front).
   c). Parents, teachers, librarians, 2 teacher's aides and 1 artist.

SESSION 4B

CONTEMPORARY TRENDS IN CHILDRENS LITERATURE – Bessie Egan

1. 50 (capacity)
2. 33
3. 24 (approx. 1/2 of total registrants. In reality, the vast majority of those in attendance were adults.
4. a). Ratings used were majority 5, some 4 and one 2. 3 people indicated this session was not what they expected.
   b). Comments were about excellence of speaker and handouts, not enough time, suggestion for children's session at the same time, more info about books for entertainment and escape and sessions for older children 8-12.
   c). Parents, teacher, librarian, child-care worker and other.

*Vast majority of people indicated they would recommend the sessions (with exception of storytelling) to others and would be interested in attending more programs like this for adults and children together.

"I LOVE TO READ DAY"

Feedback Form

CIRCLE THE SESSION NUMBER OF THIS WORKSHOP.

1A 1B 2A 2B 3A 3B 3C 4A 4B

We want to know how you felt about the program.

We welcome any ideas for improvement.

Please put a check ✓ in one circle after each question.

1. How enjoyable was the workshop for you?

NOT AT ALL ○ ○ ○ ○ ○ VERY MUCH
☹ 1 2 3 4 5 ☺

2. Was the session what you expected?

NOT AT ALL ○ ○ ○ ○ ○ EXACTLY
☹ 1 2 3 4 5 ☺

3. Do you feel you have more practical ideas you can use at home when reading with children?

NONE ○ ○ ○ ○ ○ MANY
☹ 1 2 3 4 5 ☺

4. Would you recommend this session to someone?

NO ○ ○ ○ ○ ○ YES
☹ 1 2 3 4 5 ☺

5. Are you interested in attending more programs like this for adults and children together?

NO ☹ ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 YES ☺

Please feel free to make comments on:

Strengths, Weaknesses, Areas for improvement, Time, Location, Future Topics:

____

____

____

____

Are you a:

○ Parent ○ Teacher ○ Child with your parent(s)

○ Librarian ○ ________________

Thank-you for your feedback.

Happy "I ♡Love to Read Day".

APPENDIX V

Future Funding Recommendations:

The Steering Committee recommends that:

1. Next year's Steering Committee contact Inner City Initiative about the possibility of an inner city component for the "I Love to Read Day" Event.

2. The Steering Committee make early contacts with corporate sponsors to insure adequate funding and to generate community awareness and support for this literacy project.

3. The Steering Committee secure funding at least 6 months prior to the event.

4. The organizers continue to provide equal amounts of money to enable the Steering Committee to start a bank account and begin planning.

REPORT: EVALUATION OF THE STUDENT AID INNER CITY SUPPORT PROGRAM

WINNIPEG SCHOOL DIVISION NO. 1

SPECIAL GRANT

EVALUATION OF THE

STUDENT AID INNER CITY SUPPORT PROGRAM

A. BACKGROUND

The program funds of $4,900.00 were approved May 20, 1986. Schools involved with Student Aid in the development of the program were Argyle, Aberdeen and R.B. Russell.

B. PROGRAM OBJECTIVES

1. To increase the number of applications for bursaries from the participating schools;
2. To encourage the process of Student Aid application as a teaching tool for Lifeskills courses; and
3. To monitor withdrawals, transfers and attendance in determining the impact of the bursary on retention rates.

C. IMPLEMENTATION

i. Training
  a) Student Aid provided orientation to the Student Aid branch, application procedures and policy; specific training for working with students completing applications process; orientation and placement with community development workers;
  b) school staffs provided orientation to the school and to current methods of completing application forms; established working stations at each site; confirmed working hours; and introduced the worker to staff at each school.

ii. Work Day - 9:00 a.m. - 12:00 p.m. *Approximately 1/2
1:00 p.m. - 3:00 p.m. time at R.B. Russell

iii. Salary - 5 hours daily x 8.50/hr. x 99 days = $4,356.00
11% benefits = $ 479.16

$4,835.16

iv. Supervision - time sheets were submitted by the Argyle administrator. With the program developing at three sites, supervision was frustrating and difficult. Several meetings occurred between project staff and administration to discuss concerns with lates and absences. No appreciable change in work habits occurred. It is noted that punctuality and attendance were major complaints issued by the school counsellors. They also noted that the project staff was effective when working with students and processing applications.

D. DATA SUMMARY (SEE TABLES 1-3 IN THE APPENDIX)

Table 1 is a comparative examination of participating versus non-participating schools for 1986-87. It shows a significant difference between the groups in numbers of native student bursaries processed. (74% participating - 24% nonparticipating).

Table 2 compares both groups of schools in terms of involvement, awards and percentage of total student body receiving bursaries over three years (1984-1987). The participating schools have an average of 52% of their student body receiving student aid as compared to 20% from non-participating schools. The percentage of awards is fairly constant among non-participants while significant growth occurs in R.B. Russell and Aberdeen schools. It is noted that Argyle experienced a 7% reduction in the project year of operation.

Table 3 measures the rate of attrition among the participating schools by reporting the number of awards made and number of students receiving awards who have left. During the project year more awards were made and fewer students have dropped out of school.

Student Aid initiated a STEP program that operated in the core area and led to a greater awareness of the Student Aid program. It was in effect during May 1985 and 1986 and is regarded as a positive program by school counsellors. It is discontinued for 1987. The program being evaluated ended in January, 1987. The impression of the committee is that the heightened awareness will provide sufficient impetus into the next 2-3 years but will see a marked decline in applications after students who have received bursaries have left.

PROPOSAL: Community Development Aides (at school sites to be determined)

Training - Student Aid, School Counsellors

Salary - Manitoba Jobs Fund - $4.80/hr. and 10% benefits package = $5.26;
- Core Area Initiative to level of income commensurate with Winnipeg School Division aide salaries.

Job Description - to continue to work with students applying for Student Aid bursaries.
-
-
-
-
-

TABLE 1

DISTRIBUTION OF AWARD LEVELS 1986/87

	AMOUNT OF AWARD	PARTICIPATING SCHOOLS ABERDEEN	R.B. RUSSELL	ARGYLE	TOTAL PARTICIPATING		NON-PARTICIPATING SCHOOLS GORDON BELL	ISAAC NEWTON	ST. JOHN'S	TOTAL NON-PARTICIPATING	
	$ 100 NATIVE AWARD		16	4	20	3%	3		7	10	3%
								13		13	4%
	$ 140 1 TERM		4	1	5	1%	1			1	.5%
	$ 220 ??						1			1	.5%
LIVING AT HOME	$ 240 NATIVE 1 TERM		8	2	10	2%					
	$ 275 REGULAR BURSARY	2	118	12	132	22%	110		78	188	60%
	$ 375 REGULAR & NATIVE	44	226	59	329	54%	27	11	34	72	23%
	$ 550 2 TERMS		20	10	30	5%	12		9	21	7%
LIVING ON OWN	$ 650 NATIVE 2 TERMS	4	40	36	80	13%	4		3	7	2%
	$ 900 SPECIAL		2		2	-					
	$1000 NATIVE SPECIAL		1		1	-					
TOTAL		50	435	124	609	100%	158	24	131	313	100%

*AWARDS TO NATIVE STUDENTS: 74% PARTICIPATING
24% NON-PARTICIPATING

TABLE 2

EFFECTIVENESS OF INNER CITY PROJECT
AS MEASURED BY INCREASED AWARDS
1984/5, 1985/6 AND 1986/7 WITH COMPARISONS TO NON-PARTICIPATING SCHOOLS

	ENROLLMENT			AWARDS			# OF AWARDS # ENROLLED			A IN ENROLLMENT			B IN AWARDS			IN AWARDS ADJUSTED FOR ENROLLMENT (B-A)		
	84/5	85/6	86/7	84/5	85/6	86/7	84/5	85/6	86/7	85/6	86/7		85/6	86/7		1985/6	1986/7	
											FROM 84/5	FROM 85/6		FROM 84/5	FROM 85/6		FROM 84/5	FROM 85/6
PARTICIPATING SCHOOLS:																		
ABERDEEN*	81	90	111	36	29	49	44%	32%	44%	11%	37%	23%	-19%	36%	69%	-30%	-1%	46%
R.B. RUSSELL	740	779	809	261	346	435	35%	44%	54%	5%	9%	4%	33%	67%	26%	28%	58%	22%
ARGYLE	230	230	253	105	128	124	46%	56%	49%	0%	10%	10%	22%	18%	-3%	22%	8%	-13%
TOTAL	1051	1099	1173	402	503	608	38%	46%	52%	5%	12%	6%	25%	51%	21%	20%	39%	15%
NON-PARTICIPATING SCHOOLS:																		
GORDON BELL	726	697	710	173	166	158	24%	24%	22%	-4%	-2%	2%	-4%	-9%	-5%	0%	-7%	-7%
ISAAC NEWTON*	86	68	67	31	25	24	36%	37%	36%	-21%	-22%	-1%	-19%	-23%	-4%	2%	-1%	-3%
ST. JOHN'S	952	877	798	180	130	131	19%	15%	16%	-8%	-16%	-9%	-28%	-27%	1%	-25%	-11%	10%
TOTAL	1764	1642	1575	384	321	313	22%	20%	20%	-7%	-11%	-4%	-16%	-18%	-2%	-9%	-7%	2%

*GRADE 9 STUDENTS ONLY

AWARD RATES AS A PERCENTAGE OF TOTAL ENROLLMENT
- PARTICIPATING SCHOOLS 52%
- NON-PARTICIPATING 20%

SIGNIFICANT GROWTH IN THE ROLE OF AWARDS OCCURRED AT R.B. RUSSELL AND ABERDEEN WHILE ARGYLE SHOWS A SLIGHT DECREASE COMPARING 1985-86 TO 1986-87.

PARTICIPATING SCHOOLS SHOW A NET INCREASE IN AWARDS WHILE NON-PARTICIPATING SCHOOLS SHOW A DECLINE.

TABLE 3

INNER CITY SCHOOL MSAP RECIPIENTS ATTRITION RATES

	# OF MSAP RECIPIENTS WHO WITHDREW			TOTAL # OF MSAP RECIPIENTS			ATTRITION RATES		
PARTICIPATING SCHOOLS	84/85	85/86	86/87	84/85	85/86	86/87	84/85	85/86	86/87
ABERDEEN	4	6	1*	36	29	49	11%	21%	3%
R.B. RUSSELL	69	49	85	261	346	435	26%	14%	20%
ARGYLE	41	82	22	105	128	124	39%	64%	18%
	---	---	---	---	---	---	---	---	---
TOTAL	114	137	108	402	503	608	28%	27%	18%

*WHILE AWARD RATES HAVE INCREASED SIGNIFICANTLY, THE RATE OF ATTRITION HAS DECREASED BY 9%.

REPORT: MARION PRIDE PROGRAM

ST. BONIFACE SCHOOL DIVISION NO. 4

DIVISION SCOLAIRE DE
ST. BONIFACE
SCHOOL DIVISION NO. 4
50 MONTEREY ROAD, ST. BONIFACE, MANITOBA R2J 1X1
TELEPHONE (204) 253-2681

Gerald McConaghy, Ed. D.
Superintendent and Secretary Treasurer
Directeur général et secrétaire-trésorier

June 30, 1987

Mr. Jack King
Compensatory Support Program
Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Dear Jack:

Re: Marion Pride Program

Please find enclosed a copy of the report on the Marion Pride Program.

Sincerely,

Jean-Yves Rochon
Director of Student Services

/al
encl.
c. A. Ilchena, Principal, Marion School

5-118

DIVISION SCOLAIRE de ST BONIFACE SCHOOL DIVISION No. 4

MARION SCHOOL
619 DES MEURONS STREET
WINNIPEG, MANITOBA
R2H 2R1

PRINCIPAL
A.J. ILCHENA

TELEPHONE
233-2833

June 24, 1987

TO: Core Initiative

FROM: Tony Rodrigues

Just a small note but with a super big " THANK YOU" for your generosity in the start-up grant for our School Pride project.

As you will see, we had a very successful three months. The students enjoyed the program and we are planning bigger and better things for the fall.

The sum of $2,003.89 will be carried over to begin our program this fall.

Thanks, once again.

T Rodrigues

DIVISION SCOLAIRE de ST BONIFACE SCHOOL DIVISION No. 4

MARION SCHOOL

619 DES MEURONS STREET
WINNIPEG, MANITOBA
R2H 2R1

PRINCIPAL
A.J. ILCHENA

TELEPHONE
233-2893

June 24th, 1987

EVALUATION OF THE SCHOOL PRIDE PROGRAM

Submitted by: A.J. Ilchena, Principal
T. Rodrigues, President

Attached are:

a) The school survey
b) Audited statement of expenditures
c) Program proposals for the 1987-88 school year
d) Minutes of public meeting of June 8th.
e) Note of thanks

Because of the interest of students (100 attending each week), the support of the community, the observed behaviour change of many students, and improved attitude of students, the following recommendations are taken.

1. That the Board continue to govern the program and that its membership be increased to 7 members -- four parents, two teachers from the school and the principal of the school.

2. That the Board further their efforts to locate funds to insure the program continuation.

3. That the Board consider implementing a user fee.

4. That the possibility of offering an early years program be explored by the Board.

P – Positive D – Negative
N – Neutral
↑ up from last survey
↓ down from last survey

STUDENT OPINION SURVEY

PART A

1. Do your teachers take the time to get to know you as a person?

A - All of them do P – ↓ 1[illegible]%
B - Most of them do N – ↑ 1%
C - About half of them do
D - Few of them do D – ↓ 13%
E - None of them do

2. Are you satisfied that the school has just enough rules to allow the school to function and yet has not set too many rules? P ↓ [illegible]%

A - Very satisfied N – ↑ 4%
B - Satisfied D – ↓ [illegible]%
C - Neither satisfied nor dissatisfied
D - Dissatisfied
E - Very dissatisfied

3. Do your teachers try to do things to make the work interesting in class?

A - All of them do P ↓ 13%
B - Most of them do
C - About half of them do N ↑ 6%
D - Few of them do
E - None of them do D ↓ [illegible]%

4. How do you rate the things you get to work on in most of your classes? P ↓ 11%

A - Great stuff - really interesting to me
B - Good stuff - pretty interesting to me D – 11%
C - O.K. - school work is school work
D - Very dull - a total loss for me

5. Do you feel that the amount of homework is reasonable? P – ↑ 11%

A - All the time
B - More than half the time N ↓ 4%
C - Half the time
D - Less than half the time D – ↑ 8%
E - Never

6. How many of your current teachers have a way with students that makes you like them?

A - All of them P ↑ 6%
B - Most of them
C - About half of them N [illegible]%
D - Few of them
E - None of them D ↑ [illegible]%

7. How strict do you find the principal?

A - Very strict P ↑ [illegible]%
B - Strict
C - Average N →
D - Lenient
E - Very lenient D ↑ [illegible]%

8. How strict do you find the vice-principal?

A - Very strict
B - Strict
C - Average
D - Lenient
E - Very lenient

9. How much help do your current teachers usually give you with your school work?

A - All the help I need P ↑ 2%
B - Most of the help I need
C - About half the help I need N ↑ 4%
D - A little of the help I need
E - None of the help I need D ↑ 1%

10. How many of your current teachers make sure you understand what they teach in class?

A - All P – ↑ 1%
B - Most
C - About half N – ↑ [illegible]%
D - Few
E - None D – ↑ [illegible]%

11. How many of your current teachers are willing to give students individual help outside class time?

    A - All
    B - Most
    C - About half
    D - Few
    E - None

T ↑ 15%
N ↑ 8%
D ↑ [illegible]%

12. How many of your current teachers give you enough personal encouragement in your school work?

    A - All
    B - Most
    C - About half
    D - Few
    E - None

T — %
N 10%
D ↑ [illegible]%

13. Do you enjoy the work you do in class?

    A - Yes, enjoy all the time
    B - Yes, enjoy most of the time
    C - O.K., just average
    D - No, seldom enjoy
    E - No, never enjoy

T ↓ [illegible]%
N ↑ 7%
D 1%

14. How many of the same teachers would you want to be with again next year?

    A - All of them
    B - Most of them
    C - About half of them
    D - Few of them
    E - None of them

T —
N ↑ 1%
D ↑ 6%

15. Are your current teachers fair in evaluating student progress?

    A - Most of them are fair
    B - More than half are fair
    C - Half of them are fair
    D - Less than half are fair
    E - Only one or two are fair

T [illegible]%
N
D ↑ [illegible]%

16. Do you like your school?

    A - All the time
    B - Some of the time
    C - About half the time
    D - Once in a while
    E - Never

T ↑
N ↑
D [illegible]

SCHOOL PRIDE

Evening Programs (Tuesday and Wednesday)

1. I attended the programs about

	on Tuesdays	on Wednesdays	
55	A- 1 to 2 times	A- 1 to 3 times	59
	B- 4 to 6 times	B- 4 to 6 times	
	C- 7 to 9 times	C- 7 to 9 times	
	D- 10 or more times	D-10 or more times	

2. Please rate the following activities on a scale of 1 to 4 (1 being the best and 4 being the worst).

	1+2	3+4
A - Tuesday Roller Skating	40	19
B - Wednesday " "	44	13
C - Crib games	9	22
D - Chess games	17	20
E - Card games	15	18
F - Clue games	19	19
G - Easter Centre piece	19	16
H - Easter Egg	21	10
I - Butterfly	15	14
J - Bunny Basket	19	13
K - Candy Apple	22	19
L - Stick Doll	9	17
M - Cookie Making	21	14

3. Please indicate your opinion on the following questions.

Use the following scale in giving your opinion

1 - super 2 - good 3 - average 4 - fair

	1+2	3+4.
A - The assistants in the gym	29	32
B - The canteen	36	23
C - The Supervisor	27	34
D - The helpers in Rm. 9 or 11	35	22
E - The hours of the program (6:30-8:30)	26	33

4. Please give your opinion--
Use the scale.

1 - they are all fine
2 - most of them are fine
3 - about half of them are fine
4 - less than half are fine
5 - none of them are fine

	Positive	Neutral	Dissatisfied
A - The general behaviour of the students	26	16	13
B - The behaviour of students from other schools	26	11	21
C - The behaviour of the younger students	25	16	14
D - The behaviour of the older students	26	13	19

5. Comments:

(list on reverse side if required).

COMMENTS:

DETAILED RESULTS OF STUDENT OPINION SURVEY

	1986 Results							1987 Results							
	5	6	7	8	ttl.	3-Cat.	%	5	6	7	8	ttl.	3-Cat	%	%
1. a)	5	4	0	3	12	49	56%	4	2	1	1	8	33	42%	14%
b)	11	11	4	11	37			6	5	11	3	25			
c)	3	3	6	4	16	16	18%	4	4	2	5	15	15	19%	1%
d)	2	4	5	6	17	22	25%	3	8	9	7	27	30	38%	13%
e)	2	2	0	1	5			0	1	1	1	3			
2. a)	4	5	2	6	17	41	47%	3	0	0	0	3	32	41%	6%
b)	9	8	2	5	24			9	10	6	4	29			
c)	8	8	7	6	29	29	33%	3	5	10	9	27	27	35%	2%
d)	1	2	2	3	8	17	20%	0	4	6	1	11	19	24 %	4%
e)	1	1	2	5	7			2	1	2	3	8			
3. a)	10	5	1	3	19	46	53%	4	3	1	1	9	31	40 %	13%
b)	7	7	6	7	27			6	5	8	3	22			
c)	3	5	3	5	16	16	18 %	3	8	6	2	19	19	24%	6%
d)	2	6	4	8	20	25	29%	4	4	9	10	27	28	36 %	7%
e)	1	1	1	2	5			0	0	0	1	1			
4. a)	6	3	3	4	16	40	46%	5	5	2	1	13	27	35 %	11%
b)	9	8	3	4	24			5	4	2	3	14			
c)	6	11	6	14	37	47	54%	7	10	17	8	42	50	65 %	11%
d)	2	2	3	3	10			0	1	2	5	8			
5. a)	4	7	1	3	15.	27	31%	7	5	3	3	18	33	42 %	11%
b)	1	3	3	5	12			3	6	3	3	15			
c)	6	8	9	6	29	29		4	8	7	4	23	23	23%	4%
d)	6	3	1	4	14	32	36%	2	0	7	4	13	22	28 %	8%
e)	7	3	1	7	18			1	1	4	3	9			
6. a)	4	2	0	2	8	26	30%	2	3	1	1	7	28	36 %	6%
b)	9	5	1	3	18			6	4	5	6	21			
c)	1	4	7	6	18	18	20%	5	5	7	0	17	17	22 %	2%
d)	8	12	6	11	37	44	50%	4	8	9	9	30	33	42 %	8%
e)	2	1	1	3	7			0	0	2	1	3			
7. a)	1	4	2	6	13	25	29%	1	2	2	9	14	28	37 %	8%
b)	2	4	1	5	12			1	3	5	5	14			
c)	9	12	8	10	39	39	45%	9	10	12	3	34	34	45 %	
d)	7	1	3	2	13	22	26%	2	2	4	0	8	13	17 %	9%
e)	5	2	0	2	9			3	1	1	0	5			
8. Not applicable.															
9. a)	7	6	6	5	24	45	51%	3	4	8	2	17	55	71%	20%
b)	5	6	3	7	21			9	10	12	7	38			
c)	5	8	3	3	19	19	22	2	5	1	2	10	10	13%	9%
d)	5	3	2	8	18	24	27	1	1	3	6	11	12	16%	11%
e)	2	1	1	2	6			1	0	0	0	1			

1986 Results

		5	6	7	8	ttl.	3-Cat	%
10.	a)	8	4	2	5	19	58	66%
	b)	9	11	7	12	39		
	c)	1	3	2	4	10	10	11%
	d)	5	6	4	3	18	20	23%
	e)	1	0	0	1	2		
11.	a)	5	1	3	4	13	11	28%
	b)	4	1	3	7	15		
	c)	6	9	4	5	24	24	26%
	d)	5	8	5	6	24	35	40%
	e)	4	4	0	3	11		
12.	a)	3	4	2	2	11	42	48%
	b)	10	8	4	9	31		
	c)	5	4	2	5	16	16	18%
	d)	6	7	6	4	22	30	34%
	e)	1	1	1	5	8		
13.	a)	5	2	0	5	12	39	44%
	b)	7	5	9	6	27		
	c)	8	10	3	9	30	30	34%
	d)	2	6	3	3	14	19	22%
	e)	2	1	7	2	5		
14.	a)	7	3	0	5	15	31	38%
	b)	4	2	5	5	16		
	c)	2	2	3	4	11	11	14%
	d)	10	5	7	6	28	39	48%
	e)	1	6	0	4	11		
15.	a)	14	8	4	8	34	52	63%
	b)	6	2	3	7	18		
	c)	1	2	3	3	9	9	11%
	d)	1	3	2	5	11	21	26%
	e)	2	3	3	2	10		
16.	a)	5	3	2	4	14	35	44%
	b)	9	3	5	4	21		
	c)	3	3	2	7	15	15	19%
	d)	7	6	4	3	20	29	37%
	e)	0	3	1	5	9		

1987 Results

		5	6	7	8	ttl.	3-Cat.	%	%
10.	a)	8	4	1	3	16	56	72%	6%
	b)	8	10	15	6	39			
	c)	0	2	4	3	9	9	12%	1%
	d)	1	3	4	4	12	13	17%	6%
	e)	0	0	0	1	1			
11.	a)	1	1	5	1	8	37	47%	15%
	b)	6	6	12	5	29			
	c)	3	5	4	2	14	14	18%	8%
	d)	4	7	3	9	23	27	36%	4%
	e)	3	1	0	0	4			
12.	a)	3	3	2	3	11	38	48%	
	b)	9	5	11	2	27			
	c)	2	8	5	7	22	22	28%	10%
	d)	3	4	6	4	17	19	24%	10%
	e)	0	0	0	2	2			
13.	a)	6	1	0	1	8	29	37%	7%
	b)	4	9	6	2	21			
	c)	6	7	10	9	32	32	41%	7%
	d)	1	2	8	3	14	18	23%	1%
	e)	0	1	0	3	4			
14.	a)	5	4	3	1	13	27	34%	4%
	b)	3	3	7	1	14			
	c)	4	4	5	6	19	19	14%	10%
	d)	5	8	9	5	27	33	42%	6%
	e)	0	1	0	5	6			
15.	a)	9	4	4	2	19	45	57%	6%
	b)	6	6	5	9	26			
	c)	1	7	10	3	21	21	27%	16%
	d)	1	2	2	1	6	13	16%	10%
	e)	0	1	3	3	7			
16.	a)	9	3	3	1	16	41	53%	8%
	b)	5	10	6	4	25			
	c)	1	1	6	0	8	8	10%	9%
	d)	2	4	8	1	15	29	37%	
	e)	0	2	1	11	14			

GAINS AND LOSSES ON STUDENT OPINION SURVEY

Positive gains		Same	Losses	
5.	+ 11%	12.	1.	- 14%
6.	+ 6%		2.	- 6%
7.	+ 8%		3.	- 13%
9.	+ 20%		4.	- 11%
10.	+ 6%		13.	- 7%
11.	+ 15%		14.	- 4%
16.	+ 8%		15.	- 6%

Neutral gains		Same	Losses	
1.	+ 1%	7.	5.	- 4%
2.	+ 2%		11.	- 8%
3.	+ 6%			
6.	+ 2%			
9.	+ 9%			
10.	+ 1%			
12.	+ 10%			
13.	+ 7%			

Neutral gains		Same	Losses	
5.	+ 8%	16.	1.	- 13%
6.	+ 8%		2.	- 4%
7.	+ 9%		3,	- 7%
8.	+ 11%		4.	- 11%
10.	+ 6%			
11.	+ 4%			
12.	+ 10%			
13.	+ 1%			
14.	+ 6%			
15.	+ 10%			

	1986 Results							1987 Results							
	5	6	7	8	ttl.	3-Cat.	%	5	6	7	8	ttl.	3-Cat	%	%
1. a)								2	5	5	0	12			
								4	2	8	3	17			
								2	3	3	1	9			
								6	5	2	4	17		55%	
b)								5	5	6	4	20			
								3	2	6	1	12			
								3	3	1	0	7			
								7	6	5	2	20		59%	
2. a)								8	9	7	3	27	40		
								5	3	4	1	13			
								2	3	5	5	15	19		
								0	2	1	1	4			
b)								10	6	4	1	21	44		
								6	5	9	3	23			
								0	1	3	2	6	13		
								0	3	2	2	7			
c)								0	1	0	0	1	9		
								2	2	2	2	8			
								2	1	3	0	6	22		
								3	5	6	2	16			
d)								4	1	0	0	5	17		
								4	1	5	2	12			
								5	3	0	0	8	20		
								0	5	5	2	12			
e)								2	2	0	1	5	15		
								3	2	3	2	10			
								2	1	3	0	6	18		
								3	4	4	1	12			
f)								2	2	0	0	4	19		
								4	3	7	1	15			
								2	2	2	2	8	19		
								0	3	5	3	11			
g)								3	2	4	0	9	19		
								6	0	3	1	10			
								2	1	2	1	6	16		
								2	4	2	2	10			
h)								3	3	5	0	11	21		
								6	0	3	1	10			
								0	1	1	1	3	10		
								1	2	2	2	7			
i)								2	4	2	0	8	15		
								4	0	2	1	7			
								1	0	2	1	4	14		
								1	3	4	2	10			

	1986 Results							1987 Results							
	5	6	7	8	ttl.	3-Cat.	%	5	6	7	8	ttl.	3-Cat	%	%
2. j)								4	3	3	0	10	19		
								3	1	4	1	9			
								1	0	1	1	3	13		
								2	3	3	2	10			
k)								4	3	4	2	13	22		
								5	0	2	2	0			
								1	4	4	1	10	19		
								0	3	4	2	9			
l)								0	1	0	0	1	9		
								3	1	3	1	8			
								2	0	3	1	6	17		
								1	4	3	3	11			
m)								4	3	5	2	14	21		
								3	3	1	0	7			
								0	1	2	0	3	14		
								2	3	3	3	11			
3. a)								4	3	0	0	7	29		
								9	4	8	1	22			
								0	3	5	5	13	32		
								3	5	7	4	19			
b)								9	2	3	0	14	36		
								4	8	8	4	22			
								3	5	5	3	16	23		
								0	0	4	3	7			
c)								8	1	0	0	9	27		
								7	5	6	0	18			
								0	4	6	3	13	34		
								1	5	8	7	21			
d)								6	5	0	1	12	35		
								5	5	13	0	23			
								4	2	5	2	13	22		
								1	0	3	5	9			
e)								7	4	3	1	15	26		
								4	1	6	0	11			
								2	3	6	1	12	33		
								3	5	5	8	21			
5. a)								0	2	3	1	6	26	47%	
								4	5	5	6	20			
								6	4	5	1	16	16	29%	
								5	2	4	2	13	13	24%	
								0	0	0	0	0			

	1986 Results							1987 Results							
	5	6	7	8	ttl.	3-Cat.	%	5	6	7	8	ttl.	3-Cat	%	%
5. b)								1	1	1	2	5	26	45%	
								6	5	5	5	21			
								2	2	7	0	11	11	19%	
								5	3	5	2	16	21	36%	
								1	3	1	1	6			
c)								5	3	1	0	9	25	45%	
								7	4	3	2	16			
								1	6	6	3	16	16	29%	
								1	0	3	4	8	14	25%	
								0	0	5	1	6			
d)								0	0	4	7	11	26	49%	
								3	2	7	3	15			
								3	6	4	0	13	13	22%	
								9	4	3	0	16	19	33%	
								1	1	1	0	3			

MARION SCHOOL PRIDE - Financial Statement

Statement of Revenue and Expenditures at May 30, 1987

Revenue			$4,660.00
Expenses:			
Honorariums	1,446.75		
Supplies	1,195.36		
Service charges	14.00		
Total expenses		2,656.11	
Cash (Credit Union)		2,003.89	
Total Expenses & Cash --			$4,660.00

June 8. 1987

Audited by
L. DeGagne, Chief Acct.
ST. BONIFACE SCHOOL DIV. NO. 4

MARION SCHOOL PRIDE

I. Introduction:

Marion school serves a community diverse in composition and needs. Of special note and significance is that a portion of the area has been defined as core area.

Family stability, living conditions, and economics factors have long been recognized as important contributors to academic achievement. Although the school population is comprised of youngsters from stable, supportive home environments, a portion of the population is not so fortunate.

-44%of our students are members of a single parent family wherein economic hardship is often an added stress.

-37% of our students are supported by social assistance and may receive less than adequate nutrition and clothing.

-47% of our families live in multiple family dwellings.

-well over 40% of the student body changes each year resulting in students lacking continuity in educational programming, lasting peer relationships, and commitment to community involvement.

Marion staff is sensitive to student needs and cognizant of the impact of such conditions on social, emotional, and intellectual development. Of particular concern are the unique needs of middle years students (Gr. 5-8) whose past experiences have often resulted in a poor self-image, unsettling peer relations, and lack of success in an academic setting. These factors, coupled with a temporary stay in a community, have contributed to an image or sense of "not belonging." This is manifested by non-participation in sports and recreational activities in the community and by a negative attitude toward education, home, and adult authority. This non-involvement persists despite the fact that recreational and interest activities are readily available, are suitable, and are not cost-prohibitive by community standards. Marion School feels a strong commitment to fostering a "sense of belonging" amongst its middle years students. A number of in-school programs and activities are planned in this regard.

II Project Spring 87

This project represents an extension of this commitment to encompass after-school hours. We know that our middle years students seek and require opportunities to socialize with peers, pursue interests and participate in recreational activities. We believe that provision of opportunities within an informal "drop-in" setting will enhance a sense of belonging and contribute to more positive peer relations. It is further hoped that, as students gain in self esteem and self confidence, many of the negative attitudes toward adult authority, education, and the home will be changed.

A. OBJECTIVES

1. To build and enhance school/community pride at Marion School.

2. To foster relationships among students that provide a better understanding towards each other and the community.

3. To provide the oppunitunity for students, not presently enrolled in after-school activities, to participate.

4. To provide an outlet for students to grow socially and emotionally.

B. PROGRAMS

Roller Skating:

Recreational skating for students in Grade K-8 inclusive. Tuesdays and Wednesdays.

Board Games:

Activities providing students and program leaders with much interaction. Games include: Chess, crib, cards, checkers, risk, etc.

Arts & Crafts:

The students have participated in soap carving, Easter crafts such as bunnies, eggs, baskets, etc.

C. ATTENDANCE

Weekly attendance: (Jan. - Feb.)

Date	Tuesday	Wednesday	Total
Jan 27, 28	90	28	118
Feb. 3, 4	51	31	82
Feb. 10, 11	85	27	112
Feb. 17, 18	60	25	85
Feb. 24, 25	71	29	100
Average:	71.4	28.0	99.4

Weekly attendance: (Mar.)

Date	Tuesday	Wednesday	Total
Mar. 3, 4	97	31	128
Mar.10, 11	66	35	101
Mar.17, 18	64	40	104
Mar.24, 25	95	45	140
Average:	80.5	37.7	118

Weekly attendance (Apr.)

Date	Tuesday	Wednesday	Total
Apr. 7, 8	47	23	70
Apr.14,15	53	31	84
Apr.21,22	53	42	95
Apr.28,29	35	36	71
Average	47	33	80

Attendance figures gathered to date are indicative of student interest in the program.

Roller Skating is a big attraction. This is an activity not otherwise available to many of these youngsters, (cost; transportation).

Games and Arts & Crafts activities are just getting underway. Displays of student-creations and establishment of game tournaments are contributing to increased student interest. It is anticipated that Wednesday night attendance will grow as students involve peers in the crafts and games.

D. EVALUATION

Over the long term, it is expected that this program will contribute to positive attitudinal changes among our students, and enhance both peer and student-adult relationships.

An evaluation process has been established to help us determine the effectiveness of the program, and to provide us with the data necessary to make adjustments to the program as required.

Because the program is newly-established, present data must be considered interim, only.

Evaluation includes the following:

1. **Evening activities are monitored and records are kept of student attendance and participation.** (Attendance figures are reported elsewher in this report. That this program is addressing the need for after-schoo and evening recreational activities is readily apparent. On the average, one hundred students per week avail themselves of the activities provided Interest and participation must be considered high.

   It will be necessary to continuously monitor attendance both as a measure of student interest and participation -- and to effectively adaptprogram design and staff allocation according to need.

2. **Program staff keep a log of outstanding behavioral changes observed in students.**

3. **Teachers report on changing leadership roles, behavior, and attitudes among students participating in the evening program.**

   At this point, teachers are unable to directly attribute behavior/attitude changes to any one source. It is felt that the evening program enhances and extends that which occurs during the school day.

4. A student attitude survey will be administrered to all students.

   The results of this survey will be compared with results on the 1985 surve (June, 1987).

II PROJECT FALL 87 TO JUNE 88

Staff Costs:

Supervisor — 6 hrs x 32 weeks = $2,064.00

Assistants — 10 hrs x 32 weeks = 2,080.00

Program Costs:

Crafts $45.00 x 32 weeks = 1,440.00

Roller Skating $60.00 x 32 weeks = 1,920.00

Special Programs:

MARION SCHOOL PRIDE

Open House Meeting
7:00 P.M.

June 6, 198[illegible].

Present: Andy Ilchena, Tony Rodrigues, Gloria Dodd,
Claudia Chomichuk, Donna Reitmeier,
and a total of 14 parents.

In September 1985 survey was made and given to the students to see about their responses toward such a program.
Several staff meetings were held to talk about the program.
Some of the student responses were related to attitudes because of the constant changes of schools that they have had to attend.
Application was made to Core-Initiative. Program began in January and ended in April.

In the fall the board will be looking for 3 parent volunteers to help with the decision making.
The board is hoping that the community will take over the running of the program.

The objective of the program is to build community and school pride.

Long term objectives of the program are:
1) positive attitude changes
2) add more activities
3) become self-sufficient

The question of having the Pre-K to Gr. 4 to attend two evenings a week was brought up.
One parent's opinion was that the younger children felt left out because they couldn't attend the craft program on Wednesday evening.
Mrs. Linton felt that two late evenings for the younger students would affect their school work the next day.
Tony's concern was how the younger students would get there and who would bring them home.

Pat Graham suggested that the younger students have time of their own to roller skate. She also suggested that the same type of program that is offered to the older students on Wednesday should be given to the younger students on Tuesday.
It was also suggested that the older students could help the younger students with the Arts & Crafts.
Some of the activities suggested for the program in the fall are:
1) roller skating
2) Arts & crafts
3) board games
4) computer club
5) chess club
6) ski club

(over)

Treasurer's report was given by Andy.

Budget for 1986-87	4,660.00
Amount spent	2,656.11
Balance in Bank	$2,003.89

Books have already been audited by an accountant.

The Marion School Pride board cannot go to the department for another grant.
Money needed to run the program next year for staff, 5 assistants, supplies for arts & crafts, and roller skating will be $75.04.00. This figure doesn't include the Pre-K to Gr. 4 program if it is offered.

Service Clubs were contacted about donating money to the program. They will only donate money for equipment, not for wages and supplies. Parks & Rec. may be interested in the program. They were impressed with our attendance.

Application has been made to Bison Bingo.
The board suggested charging the students a fee to attend the program. One parent made the comment that some single parents may not be able to afford the users fee.
It was also suggested that the students help raise money for the program.
Suggested ideas were spring tea, car wash, selling chocolate bars and socials for adults.

Claudia spoke about the behaviour and discipline problems that occurred. Some of the problems were:
1) inappropriate language
2) fighting
3) smoking
4) talking back

Punishment was dealt with on an individual basis. Parents were contacted and the student(s) were suspended.
The board hopes to set up a fair set of rules that the students should follow. Behaviour difficulties were caused only by a small minority of the students.
A survey was given to the students to rate the behaviour on the two evenings. Results were:

	Positive	Neutral	Dis-satisfied
General behaviour of the students	47%	29%	24%
Behaviour of students from other schools	45%	19%	36%
Behaviour of younger students	45%	29%	25%
Behaviour of older students	49%	22%	33%

.../3

Donna felt that you cannot be totally strong with the problem students.

Parents couldn't see anything wrong with the way with which we chose to discipline the students.

It was suggested that the parents contact a board member if they have any concerns. It was also suggested that the students sign in and out.

Final comments were that the program was quite successful and that no other school in St. Boniface has this program.

The Board would like the parents of the community to get more involved.

Thank-you's were given to Pat Graham for working in the canteen, Donna Reitmeier for being Program Supervisor and also to myself for being secretary.

Meeting adjourned at 7:55 p.m.

REPORT: INNER CITY SCHOOLS POW WOW PROJECT

MAY 21, 1987

ARGYLE HIGH SCHOOL
444 FLORA AVENUE, WINNIPEG, MANITOBA R2W 2R8

Hart Sera
B.A., Ed. Cert., M.A.
Principal

Phone: 582-2306

June 11, 1987.

RECEIVED
JUN 16 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

TO: Suni Matthews
Compensatory Support Programs
124 King Street
Winnipeg, Manitoba
R3B 1H9

FROM: Heather Hunter
Inner City Schools Pow Wow Committee
Argyle High School
444 Flora Avenue
Winnipeg, Manitoba

RE: Evaluation Report for Inner City Schools Pow Wow Project, May 21, 1987

A. Review of Purpose

This project involved the organization and implementation of a First Annual Inner City Schools Pow Wow. The program for the day was planned to include contemporary music presentation, jigging, popular theatre presentations, craft booths, art displays, with the Pow Wow ceremony as the central event.

The purpose for such a project related to the following objectives:

a) to promote interaction between students and staff in inner city schools around meaningful cultural activity,

b) to highlight strengths of our Native community focussing on traditional and contemporary cultural activity, and

c) to strengthen the network of individuals and organizations involved with inner city Native youth.

B. Review of Project Itself

The First Annual Inner City Schools Pow Wow was held on May 21, 1987, in the Freight House community hall. Despite inclement weather which forced the event indoors, the day was considered to be highly successful.

The planning committee met on a bi-weekly basis for several months to organize this project. These meetings were attended by school representatives from William Whyte, David Livingstone, Gordon Bell, Aberdeen, Isaac Newton, R.B. Russell, St. John's, and Argyle. Dan Thomas, Native Education

Branch, and Vera Martin, Manitoba Indian Cultural Education Center, participated in an advisory capacity. The careful planning which took place at these meetings resulted in well organized and coordinated program of events for the day with staff from different schools being able to easily work together in a cooperative manner. As well, participants on the planning committee commented on the educational benefits of this shared experience. It was clear that a strengthened network developed between schools.

It is estimated that over 1,000 people attended the First Annual Inner City Schools Pow Wow. Approximately 400 students and staff attended the morning program of contemporary music and displays with many more people arriving over the noon hour and throughout the early afternoon to participate in the traditional Pow Wow celebration. At least 12 inner city schools had students and staff in attendance during the day. Three schools cooperated to provide barbecued hamburgers, hot dogs, bannock, wild rice, cold drinks, tea and coffee, all at a nominal price. Schools and community people contributed materials for an art display and crafts booths. The Pow Wow drew drums and singers from the local area and Rousseau River. The Aberdeen Drum, with young singers from Aberdeen School, was able to participate. Student dancers participated from the Eagle's Circle Program, Hugh John MacDonald, the Rising Sun Program, R. B. Russell, Wi Waba gooni, Victoria Albert, Aberdeen School, and Argyle School. Aspects of the Inner City Schools Pow Wow were filmed and featured on Full Circle, C.K.N.D., 8:00 p.m. June 5, 1987.

A debriefing meeting for the Inner City Schools Pow Wow Planning Committee was held on June 3, 1987. It was agreed that the project had been very meaningful and there was unanimous support for the idea of a Second Annual event next year. A process was established to set up a planning committee, to include school staff, students, and community representatives, at an earlier date in the school year so as to maximize opportunities for fund raising initiatives and involvement from all inner city schools. The committee expressed its appreciation for the support from the Inner City Initiatives -Compensatory Support Program which allowed this unique concept to be translated into a worthwhile and exciting inner city event.

C. Financial Statement

Expenses:

Item	Cost
Tobacco	$ 20.77
Buttons	149.80
Contemporary Musicians	100.00
Sound men	20.00
Sound system	139.10
Sound system repair	23.54
Vehicle Repair	50.00

Expenses - cont'd.

Item	Cost
Toilet rentals	$ 280.00
Toilet paper	3.09
Postage/Envelopes	30.58
Dancers	700.00
Drums	430.00
Security	112.00
Invitations/Posters	83.00
Rental of Facilities	301.00
Tea, Coffee, etc.	53.68
Food (loss paid to R.B.)	75.00
	$2,571.56

REPORT: PERFORMANCE OF 'INVISIBLE KIDS/SKIN'

WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: March 30, 1987

REGION: URBAN

SCHOOL DIVISION: WINNIPEG S.D.#1

SCHOOL: INNER CITY SCHOOLS

RENEWAL:

NEW:

PILOT: X

REQUEST: $8,000.00

PROJECT: Performance of INVISIBLE KIDS/SKIN to inner city schools.

FILE NO: PR-SD1-385

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund 15 performances to a maximum of $6,000.00 contingent upon Manitoba Education staff involvement in determining participating schools and that a financial statement be submitted upon project completion.

RECOMMENDATION: $6,000.00

5-146

Actors' Showcase
Manitoba's Theatre for Young People

August 4, 1987

RECEIVED
AUG 6 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Suni Matthews
Inner City Initiative
124 King Street
Winnipeg, MB
R3B 1H9

Dear Suni:

On behalf of all us at Actors' Showcase, I'd like to thank Inner City Initiative for making the performances of INVISIBLE KIDS and SKIN possible for Core Area schools.

As you'll see from the enclosed responses, the plays were very well received in all the schools we played in. Our actors enjoyed doing the performances as well as finding the whole experience to be very meaningful. I feel they really realized the importance of these plays to the students in the Core Area schools. So all in all, a very positive experience for all those involved.

Suni, thank you for all your time and help in making this happen. I enjoyed working with you and hope to have the opportunity of this again in the future.

Sincerely yours,

Cathy

CATHY LITMAN
Tour Co-ordinator

/cl
enc.

·(204)·947·0394·89 Princess·Winnipeg·Manitoba·R3B·2X5·

5-147

Actors' Showcase
Manitoba's Theatre for Young People

April 29, 1987

RECEIVED
APR 30 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

Mrs. Pauline Clarke
Executive Assistant to the
Chief Superintendent
Winnipeg School Division #1
1577 Wall Street
Winnipeg, MB
R3E 2S5

Dear Mrs. Clarke:

Suni Matthews, Inner City Initiative, has requested that I bill the Division through you for the 15 performances of INVISIBLE KIDS and SKIN, made possible through a Compensatory Grant:

15 performances @ $400.00/performance = $6,000.00

The itinerary of the performances are as follows:

April 6 - Pinkham School; April 16 - Isaac Newton School

May 6	9:45 am	Machray School	INVISIBLE KIDS (IK)
May 7	9:45 am	Mulvey School	IK
	2:00 pm	Victoria Albert School	IK
May 8	9:45 am	David Livingstone School	IK
May 11	9:45 am	John M. King School	IK
	2:00 pm	Gordon Bell	SKIN
May 12	9:45 am	Aberdeen School, shared with Argyle & R.B. Russell	SKIN
	2:00 pm	Wellington School	IK
May 13	2:15 pm	Strathcona School	IK
May 14	9:45 am	William Whyte School	IK
	2:00 pm	St. John's High	SKIN
May 15	9:45 am	Hugh John MacDonald Jr. High	SKIN
	2:00 pm	Dufferin School	IK

We would be very pleased if you could attend one of the above performances to see the type of work we do. We would also appreciate receiving the $6,000.00 by the date of the last performance - May 15th. If there is any problem with this, please let us know as soon as possible. I've enclosed the study guides for the plays for your information. Please let me know if you require anything else.

Sincerely yours,

Cathy

CATHY LITMAN
Tour Co-ordinator

cc: Suni Matthews, Inner City Initiative

·(204)·947·0394·89 Princess·Winnipeg·Manitoba·R3B·2X5·

ACTORS' SHOWCASE

The following responses were received from city schools who saw Invisible Kids/ Skin:

- It was energizing, thought-provoking, well-performed and very worthy in terms of its content. - Mulvey School
- I enjoyed the presentation - actions, feelings, topic, setting, language was very real. Solutions to problems re: prejudice were clear and helpful. - Pinkham School
- I thoroughly enjoyed the performance. The actors kept the children's interest and raised a lot of important issues and questions. - Walter Whyte
- They were captivated and one could see they were empathetic. - Mulvey School
- It was excellent, super, terrific. The actors were great. These were the actual words of the students. They really enjoyed it and also felt you should never make fun of someone. - Victoria Albert School
- They thought it was funny. They understood the point about prejudice and felt immigration rulings were somewhat unfair. - Machray School
- They were excited, enjoyed the performance, and got the message. They "felt with" the characters. - Pinkham School
- Many lessons were taught to children that are valid for them and us to learn anywhere - inside or outside school. - Mulvey School
- It confronted the pupils with some of the things they do and the way they treat others. - Victoria Albert School
- A pleasurable presentation that got ideas across in a realistic way. - Machray School
- Racism is a very real concern in our school community. I'm often at a loss as to how to deal with racist comments children repeat. The play showed how it feels to be a child and be discriminated against. - Pinkham School
- A fast-paced play such as this necessarily relies on simple, durable sets and no elaborate "special effects." The messages came through the dynamic performances. - Mulvey School
- It aptly portrayed a playground setting. The kids were enthralled. - Victoria Albert
- I was convinced that those actors were actually kids I knew. - Pinkham School

- I thought it got the point across very well. It was very true to life the way things can really be in school and in society. I enjoyed the image of the prejudicial teacher. - St. John's High School

- Extremely well staged with a meaningful message - held the attention and interest of the audience - very professional.
  - Gordon Bell High School

- Their attention was really kept very well. They had a very positive response and said they enjoyed it. They thanked me for taking them to the show.
  - St. John's High School

- Many commented on how they enjoyed it and learned something from it. Many of our multi-cultured/ethnic students were able to relate to many of the scenes/sketches. - Gordon Bell

- The themes of the play fit right in with our present language arts novel studies, the oral discussions we have in class are a very important part of our curriculum implementation (novel and play).
  - St. John's High School

- Reinforces and clarifies multi-culturalism as it relates to tolerance and understanding of individual differences.
  - Gordon Bell

- The set as it was placed in the gym with appropriate arrangement of the audience proved very conducive to the type of presentation.
  - Gordon Bell

- The actors were very lively and good and maintained the interest of the children throughout. A very good performance.
  - Wellington School

- It was energizing, thought-provoking, well-performed and very worthy in terms of its content. - Mulvey School

- Each teacher received a study guide and discussed some aspects of it with their classes. (useful and an important part of the package) It is a inspiring way to convey a serious idea.
  - Mulvey School

- Racism is a very real concern in our school community. I'm often at a loss as to how to deal with racist comments children repeat. The play showed how it feels to be a child and be discriminated against.
  - Pinkham School

- Reinforces and clarifies multiculturalism as it relates to tolerance and understanding of individual differences. - Gordon Bell

5-150

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 2, 1987

REGION: URBAN

SCHOOL DIVISION: Winnipeg No. 1

SCHOOL: Winnipeg

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,235.00

PROJECT: RACISM/LOCAL GLOBAL CONNECTIONS CONFERENCE FOR INNER CITY GRADE 11 STUDENTS

FILE NO: PR-SD1-402

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this project to a maximum of $1,235.00. That the funds remaining in the Vertical Integrated project be redirected to this project. A conference report and financial statement to be submitted by June 30, 1987.

APPROVED

Pat Rowntree

RECOMMENDATION: $1,235.00

HIGH SCHOOL CONFERENCE ON RACISM - Multicultural Week, 1987

On May 14, 1987, 180 Grade XI students from eight Winnipeg School Division No. 1 high schools came together at the University of Winnipeg to discuss racism and its effect upon their lives. The conference, part of Winnipeg School Division's annual observance of Multicultural Week, was made possible by the assistance of Manitoba Education - Inner City Initiative, IDEA Centre, the University of Winnipeg, and the Manitoba Coalition of Organizations Against Apartheid.

Cyril Keeper, M.P. for Winnipeg North Centre, set the tone for the conference with his keynote speech. He was followed by a panel of four students who gave their views and their personal experiences with racism in Winnipeg. Students were then split into small groups to spend the balance of the morning exploring the issue and discussing its causes. These morning sessions began with an exercise which required each student to draw a picture which represented racism, to explain it to the group and to link the ideas together. Volunteers from the community led the morning workshop discussions, focussing on a thorough discussion of what racism is in Winnipeg. (Schools had received packages of readings in advance of the conference and related these to their own experiences).

Students from Argyle School presented some dramatic representations of racism in schools during the lunch break. After lunch, students returned to their small group discussions to prepare recommendations for changes that students could make that would combat racism in their own lives and in the world around them, with particular emphasis upon schools. These strategies for action were presented to the large group in the plenary session that ended the day.

Student reaction to the workshop reflected their varying experiences and the sensitivity of the subject. For some it was an uncomfortable experience which challenged their view that racism was not a problem in their schools; for others it was an opportunity to bring into the open a problem which was too often avoided because of the difficulty of discussing it in class. Students' comments ranged across the spectrum - some said they "felt guilty"; others that it was a relief "to get things in the open"; that they wished that they could discuss the problem in their classes; that schools either didn't see or acknowledge racism; some students felt that they finally had a forum to express their views on the subject; one said that "we always discuss racism somewhere else and need to discuss it at home"; some students said that their teachers did encourage discussion of the issue; a few felt that the discussions had been unnecessary because racism did not exist in their schools.

Organization was done by Zeeba Loxley (IDEA Centre), Linda McDowell, Ralph Melnicer, Myra Laramee, Marshall Murdoch (Winnipeg School Division), and Suni Matthews (Inner City Initiative), with assistance of many students, teachers and community volunteers.

BUDGET

		$1,235.00
EXPENDITURES (CONFERENCE EXPENSES)	$1,160.75	
BALANCE	$ 74.25	

REPORT: ISAAC NEWTON BAND

WINNIPEG SCHOOL DIVISION NO. 1

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 8, 1987

REGION: URBAN

SCHOOL DIVISION:

SCHOOL: Isaac Newton Junior High School

RENEWAL:

NEW:

PILOT: X

REQUEST: $5,000.00

PROJECT: ISAAC NEWTON BAND PARENTS' ASSOCIATION

FILE NO: PR-SD1-406

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund this project to a maximum of $5,000.00. That a report and financial statement be submitted by June 30, 1987.

APPROVED

Pat Rowantree

RECOMMENDATION: $5,000.00

Isaac Newton Junior High School

730 Aberdeen Avenue Winnipeg, Manitoba R2W 1W9

B. O'Leary, B.A., B.Ed.
Principal

Phone: 586-9606

RECEIVED
SEP 10 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

September 9, 198

To: Suni Mathews, Inner City Initiative

From: Brian O'Leary, Principal BOLeary

Re: Compensatory Grant For Isaac Newton Band Trip To Ottawa

A grant of $5,000.00 from Manitoba Education's Compensatory Grant Program, coupled with fundraising activities of the Isaac Newton Band Parents' Association and a modest grant from the Lord Selkirk - West Kildonan Community Committee enabled the Isaac Newton Band to travel to Ottawa to participate in the national music festival, "Musicfest Canada".

Isaac Newton's 50 member band earned the right to compete in Ottawa by scoring a triple "A" adjudication in the local Optimist Band Festival. In Ottawa, Isaac Newton was one of only three junior high schools in Canada to win a gold medal in the national festival.

For Isaac Newton's 50 student band members, the trip to Ottawa was the culmination of several years of musical work and for all of them it was a rich and rewarding travel opportunity. The students stayed in Ottawa for five days and participated in a number of educational tours and activities in addition to the festival

The $5,000.00 grant from the Inner City Initiative was used to pay for the educational tours and activities in Ottawa and to defray accommodation costs. The entire trip cost $27,000.00.

The significance of this trip is that a group of inner city students proved to themselves and their community that with hard work, dedicated teaching and support they are as able as any students anywhere.

The students, staff and parents of Isaac Newton Junior High School would like to thank the Inner City Initiative for helping make this venture possible.

BO/rw
cc: Jan Schubert, Asst. Supt. (Secondary)
Pauline Clarke, Supt. of Inner City Education

REPORT: MANITOBA PUPPET THEATRE
'FACTOUM' TO INNER CITY SCHOOLS

Manitoba

Education
Inner City Initiatives
124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: June 12, 1987

REGION: Urban

SCHOOL DIVISION: Winnipeg School Division

SCHOOL: Inner City Schools

RENEWAL:

NEW:

PILOT: X

REQUEST: $1,250.00

PROJECT: Manitoba Puppet Theatre - Factoum to Inner City Schools

FILE NO: PR-SD1-407

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That M.E. fund to a maximum of $1,250.00 to assist Manitoba Puppet Theatre to present up to 20 performances of the clown shown, Factoum, to 10 Inner City schools. That the funds remaining in the Inner City Conference Edmonton (November, 1986) be redirected to this project. That a report and financial statement be submitted upon completion of the project.

Pat Rowantree

RECOMMENDATION: $1,250.00

5-157

Manitoba Puppet Theatre

RECEIVED
AUG 17 1987
MANITOBA EDUCATION
INNER CITY INITIATIVE

August 12, 1987

Ms. J. Sabot
Education Manitoba Compensatory Funding
Core Area Initiative
124 King St.
Winnipeg, Manitoba

Dear Ms. Sabot:

With reference to our letter of February 17 and subsequent phone calls regarding Education Manitoba Compensatory Funding, the following is an account of our activity in inner-city schools during our 1986/87 season.

i) In May and November 1986, we performed GIVE AWAY DANCE to 11 inner-city schools. A total of 15 performances were presented to approximately 2000 children.

ii) In January 1987, the Puppet Theatre presented 21 performances of THE LEGEND OF KIVIUQ to 14 inner-city schools. Approximately 616 children attended performances, which took place at the Winnipeg Art Gallery in conjunction with the Jessie Oonark exhibition.

iii) In May 1987, we presented FACTOTUM to 3 inner-city schools. Six performances were presented to approximately 850 students. In addition, 83 children from 2 core area schools attended 2 performances of FACTOTUM at The Winnipeg International Children's Festival.

iv) We conducted a 3 day series of puppetry workshops at Hugh John MacDonald High School May 11-13.

In February 1987, the Puppet Theatre applied to Core Area Initiative's Compensatory Funding Program for assistance of $1250.00 towards presentation of 20 performances of FACTOTUM to 10 inner-city schools at a reduced cost of $150.00 per school. We projected that these performances would take place during the month of May 1987.

As part of our application, it was neccesary to supply a letter of support from Winnipeg School Division #1. We received a copy of this letter on June 8, 1987 and a cheque from Compensatory Funding on July 8, 1987. We did not receive notification of our award prior to receiving the cheque.

During the month of May, in addition to items iii) and iv) we completed the following activities:

v) We presented FACTOTUM to three schools outside of the core area on May 12, 15 and 22. Shows were presented at the usual cost of $500.00 per school.

. . . 2

239 Selkirk Ave. Winnipeg Man. R2W 2L5 204-586-2230

vi) Between May 18 and 20, we performed GIVE AWAY DANCE at Lake St. Martin School through the sponsorship of the Department of Indian and Northern Affairs.

vii) May 26-30, we presented 9 performances of FACTOTUM at the Winnipeg International Children's Festival to 566 children from outside of the core area.

I have enclosed for your information a list of the schools which participated in performances. Also enclosed is an account of the funding received from the Compensatory Funding Program.

If you have any questions or require additional information, please call me at 586-2626.

Yours truly,

Kathy Milne

Kathy J. Milne
Promotions Co-ordinator

/encl.

c.c. A. Krahn
Superintendent of Elementary Schools
Winnipeg School Division No. 1

August 4, 1987

CORE AREA PERFORMANCES TO DATE: GIVE AWAY DANCE

Shaunnessy Park School	1 performance	May 13/86
Gladstone School	1 performance	Nov 5/86
Garden Grove School	2 performances	Nov 6/86
Mulvey School	2 performances	Nov 13/86
Riverview School	2 performances	Nov 18/86
Lord Roberts School	1 performance	Nov 19/86
Fort Rouge School	1 performance	Nov 20/86
King Edward School	1 performance	Nov 24/86
Pinkham School	1 performance	Nov 26/86
Aberdeen School	1 performance	Nov 27/86
Cecil Rhodes School #2	2 performances	Nov 28/86

TOTAL 15 performances

THE LEGEND OF KIVIUQ

Daniel MacIntyre	3 performances	Jan 7 & 9/87
Wi Wabingooni	1 performance	Jan 8/87
William Whyte School	1 performance	Jan 9/87
Dufferin School	2 performances	Jan 9 & 13/87
Robertson School	1 performance	Jan 13/87
Luxton School	2 performances	Jan 14 & 15/87
Hugh John MacDonald School	2 performances	Jan 14 & 27/87
Lord Nelson School	3 performances	Jan 15,21 & 27/87
La Verendrye School	1 performance	Jan 15/87
Mulvey School	1 performance	Jan 16/87
Riverview School	1 performance	Jan 16/87
Grosvenor School	1 performance	Jan 22/87
Gladstone School	1 performance	Jan 14/87
River Heights School	1 performance	Jan 27/87

TOTAL 21 performances

...2

FACTOTUM

Earl Gray School	2 performances	May 13/87
Principal Sparling School	2 performances	May 14/87
Laura Secord School	2 performances	May 21/87
Lord Roberts School	1 performance	May 27/87 (W.I.C.F.)
Dufferin School	1 performance	May 29/87 (W.I.C.F)
TOTAL	8 performances	

August 4, 1987

Core Area Initiative

EDUCATION MANITOBA COMPENSATORY FUNDING TO DATE:

GIVE AWAY DANCE

For November 1986 performances. Received December 8, 1986.	$1000.00

LEGEND OF KIVIUQ

No funding received.

FACTOTUM

For May 1987 performances. Received July 8, 1987.	$1250.00
TOTAL	$2250.00

FINANCIAL UPDATE

FINANCIAL OVERVIEW

COMPENSATORY SUPPORT PROGRAM

DOLLARS COMMITTED SPRING 1987

Winnipeg School Division No. 1	$509,571.00	
Non-Winnipeg School Divisions	$165,340.00	
TOTAL		$674,911.00

RECOMMENDED TO FUND 1987 CALENDAR YEAR

Winnipeg School Division No. 1	$ 53,372.00	
Non-Winnipeg School Divisions	$ 18,700.00	
TOTAL		$ 72,072.00

Dollars Reserved for Allocation in November 1987		$ 98,357.00

MAY 7, 1987

COMPENSATORY FUNDING - WINNIPEG NO. 1

OVERVIEW 1987 AND 1988 FUNDING

			1987		1988	
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
ARGYLE PRE-EMPLOYMENT	328	II	$31,767	$21,970	$32,954	
INNER CITY PARENT	329	II	$8,616	$6,000	$9,000	
PINKHAM	272	II	$15,000	$12,214	$18,322	
MULTICULTURAL	324	-	$10,000	-	-	
AUTHORS	322	-	$6,000	-	-	
PEER COUNSELLING	330	-	$28,020	$6,560	$9,840	
ETHNIC	370	II	$28,560	$19,040	$28,560	
SCHOOL VISITATION	335	II			$4,800	
RIVER ELM	274	II	$16,000	$10,800	$16,200	
EARLY SCHOOL YEARS	383	II	$4,739	$3,159	$7,056	
P.A.P.I.D.	264	II	$45,000	$30,000	$45,000	
WESTON	239	II	$4,500	$3,920	$5,880	
RESEARCH	248	III	$30,000	$20,000	$30,000	
ABERDEEN CURRICULUM DEV.	186	III	$15,360	$18,400	$27,600	
ABERDEEN MIGRANCY	182	III	$27,120	$17,880	$26,820	
CECIL RHODES	205	III	$15,360	$1,212	$1,818	
DUFFERIN COMPUTER LAB	201	III	$768	$1,960	$2,940	
STRATHCONA AIDES	206	III	$12,960	$6,280	$9,420	
GREENWAY LANGUAGE DEV.	241	III	$6,480	$4,320	$6,480	
KING EDWARD LANGUAGE DEV.	200	III	$12,960	$8,240	$12,360	
P. SPARLING LANGUAGE DEV.	14;15	III	$7,080	$4,768	$7,152	
ST. JOHN'S ATTENDANCE	29	III	$5,880	$3,920	$5,880	
ARGYLE CURRICULUM DEV.	186	-	$15,360	-	-	
FORT ROUGE	34	-	$15,810	-	-	
COMPUTER LAB	33	-	$25,620	-	-	
COUNSELLING	250	IV	$102,480	$100,080	$150,120	
MIGRANCY	222	IV	$128,700	$75,460	$113,190	
SPECIAL NEEDS	230	IV	$153,720	$100,080	$150,120	
WI WABIGOONI	194	IV	$26,820	$17,480	$26,220	
INNER CITY P.D.	335	NEW	-	$6,000	$9,000	
SCHOOL BASED PLANNING	390	NEW	-	$24,000	$56,000	
LANGUAGE ARTS K-3	376	NEW	-	$6,800	$10,200	
			$800,680	$530,543	$822,932	

$1,331,223

$1,353,475

MAY 13, 1987

COMPENSATORY FUNDING - NON-WINNIPEG NO. 1

OVERVIEW 1987 AND 1988 FUNDING

			1987		1988	
		YEAR	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
JAMESWOOD	2-365	II	$12,000	$8,000	$12,000	
VICTOR WYATT	6-180	II	$16,200	$11,400	$17,100	
EVALUATION	6-381	II	$9,000	$6,000	-	
HAMPSTEAD	9-095	II	$19,200	$14,000	$21,000	
EDMUND PARTRIDGE	10-308	II	$16,200	$10,800	$16,200	
ELWICK	10-307	II	$22,500	$15,000	$22,500	
REGENT PARK	12-177	II	$21,000	$11,000	$16,500	
SEXUAL ABUSE	10-065	II	$4,800	-	-	
KING GEORGE V	8-379	II	$1,800	$1,200	-	
NEIL CAMPBELL	9-364	II	-	$8,000	$12,000	
STEVENSON-BRITTANIA	2-013	III	$12,000	$8,000	$12,000	
VICTOR MAGER	6-180	III	$16,200	$5,500	$8,250	
ARCHWOOD	8-164	III	$13,800	$5,000	$7,500	
GUIDANCE		III	-	-	$11,250	$7,500
KING GEORGE V	8-137	III	$14,400	$7,000	$10,500	
MARYMOUND	10-023	III	$8,280	$5,640	$8,460	
BROOKLANDS	2-112	IV	$33,000	$22,000	$33,000	
MARION L.A.	4-117	IV	$27,000	$18,000	$27,000	
MARION L.D.	4-118	IV	$7,200	$4,800	$7,200	
EVALUATION: GUIDANCE	-380	IV	-	$6,000	$9,000	$10,000
BROOKLANDS BRIDGE	2-402	NEW	-	-	-	
LAVALLEE	6-399	NEW	-	$5,500	$8,250	
PRINCESS MARGARET/	9-396	NEW	-	$13,200	$19,800	
BERTRUN E. GLAVIN			-	-	-	
SHERWOOD	9-397	NEW	-	-	-	
MARGARET PARK	10-400	NEW	-	-	-	
PARK CIRCLE	12-387	NEW	-	-	-	
			$254,580	$186,040	$279,510	$17,500

$440,620

$465,550

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	T-DEC	JAN-JUNE	SEPT-DEC
RESOURCE	-	$27,360	$41,040	-	-	-	-	-	-	-
CRISIS	-	$38,021	$57,031	-	-	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	186	-	-	$23,800	$35,700	$21,360	$15,360	$18,400	$27,600	-
ABERDEEN MIGRANCY	182	-	-	$17,600	$26,400	$18,080	$27,120	$17,880	$26,820	-
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	-	-	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	$9,800	$14,700	$10,240	$15,360	-	-	-
ARGYLE EVENING PROGRAM	273	-	-	$11,200	$16,800	-	-	-	-	-
ARGYLE PRE-EMPLOYMENT	328	-	-	-	-	$21,178	$31,767	$21,970	$32,954	-
CECIL RHODES	205	-	-	$9,800	$14,700	$10,240	$15,360	$1,212	$1,818	-
CHAMPLAIN	006	-	-	$1,600	$2,400	-	-	-	-	-
DAVID LIVINGSTONE	221	-	-	$200	$300	-	-	-	-	-
DUFFERIN COMPUTER LAB	201	-	-	$3,040	$4,560	$512	$768	$1,960	$2,940	-
DUFFERIN ESY	031	-	-	$3,200	$4,800	-	-	-	-	-
FORT ROUGE	034	-	-	-	$17,000	$10,540	$15,810	-	-	-
GORDON BELL TRANSITION	-	$5,882	$8,824	-	-	-	-	-	-	-
GORDON BELL	188	-	-	$17,200	$25,800	-	-	-	-	-
GREENWAY LANGUAGE DEV.	241	-	-	$4,360	$6,540	$4,320	$6,480	$4,320	$6,480	-
HUGH JOHN MACDONALD NUTRITION	190	-	-	$4,400	$6,600	-	-	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	$18,680	-	-	-	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	$9,680	$14,620	-	-	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	$2,406	$3,609	-	-	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	-	-	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	$4,000	$6,000	-	-	-	-	-
KING EDWARD LANGUAGE DEV.	200	-	-	$11,000	$16,500	$8,640	$12,960	$8,240	$12,360	-
NATURAS	066	-	-	$3,000	$4,500	-	-	-	-	-
PINKHAM PARENT RESOURCE	272	-	-	-	-	$10,000	$15,000	$12,214	$18,322	-
PRINCIPAL SPARLING ESY	14;15	-	-	$5,400	$8,100	$4,720	$7,080	$4,768	$7,152	-
RIVER ELM PARENT RESOURCE	274	-	-	-	$13,556	$9,037	$16,000	$10,800	$16,200	-
ST. JOHN'S ATTENDANCE	029	-	-	$3,680	$5,520	$3,920	$5,880	$3,920	$5,880	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	-	-	-	$41,700	$27,800	$45,000	$30,000	$45,000	-
SHAUGHNESSY MATH	199	-	-	$1,968	$2,952	-	-	-	-	-
STRATHCONA AIDES	206	-	-	$8,160	$12,240	$8,640	$12,960	$6,280	$9,420	-
WESTON WRITING TO READ	239	-	-	-	$24,540	$16,360	$4,500	$3,920	$5,880	-
TOTAL		$80,533	$120,800	$161,168	$338,648	$204,267	$247,405	$145,884	$218,826	

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
WM. WHYTE - BOOK MAKING	007	-	-	$1,300	$1,950	-	-	-	-	-
WI WABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480	$26,220	-
AUTHORS IN RESIDENCE	322;215	-	-	$3,840	$5,760	$4,000	$6,000	-	-	-
COMPUTER LAB	033	-	-	$40,600	$60,900	$17,040	$25,620	-	-	-
COUNSELLING - ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080	$150,120	-
- JR. HIGH	"	$14,739	$22,109	-	-	-	-	-	-	-
- SR. HIGH	"	$16,690	$25,034	-	-	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	-	-	-	-	$4,739	$3,159	$7,056	-
ETHNIC WORKERS	370	-	-	-	-	-	$28,560	$19,040	$28,560	-
INNER CITY PARENT	329	-	-	-	-	$5,744	$8,616	$6,000	$9,000	-
INNER CITY P.D.	335	-	-	-	-	-	-	$6,000	$9,000	-
INNER CITY RESEARCH	261	-	-	$3,000	$4,500	-	-	-	-	-
LANGUAGE ARTS K-3	376	-	-	-	-	-	-	$6,800	$10,200	-
MIGRANCY - DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$75,460	$113,190	-
MULTICULTURAL	324	-	-	-	-	$10,000	$10,000	-	-	-
PEER COUNSELLING	330	-	-	-	-	-	$28,020	$6,560	$9,840	-
RESEARCH	248	-	-	$20,153	$30,230	$20,000	$30,000	$20,000	$30,000	-
SCHOOL BASED PLANNING	390	-	-	-	-	-	-	$24,000	$56,000	-
SCHOOL VISITATION	335	-	-	-	-	-	-	-	$4,800	-
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$100,080	$150,120	-
VERTICAL INTEGRATED PROGRAM	003	-	-	$16,000	$24,000	-	-	-	-	-
TOTAL		$399,685	$599,528	$510,481	$862,618	$535,531	$800,680	$530,543	$822,932	
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,336,211		$1,353,475		
CALENDAR YEAR TOTAL			$1,110,009		$1,398,149		$1,331,223			

MAY 12, 1987 · PAGE 1

COMPENSATORY SUPPORT PROGRAM 1984·88

		1984	1985		1986		1987		1988	
		SEPT·DEC	JAN·JUNE	SEPT·DEC	JAN·JUNE	SEPT·DEC	JAN·JUNE	SEPT·DEC	JAN·JUNE	SEPT·DEC
#2										
BROOKLANDS	2·112	$27,600	$41,400	$22,280	$33,420	$22,000	$33,000	$22,000	$33,000	·
STEVENSON·BRITTANIA	2·013	·	·	$5,640	$13,160	$8,000	$12,000	$8,000	$12,000	·
JAMESWOOD	2·365	·	·	·	·	·	$12,000	$8,000	$12,000	·
		$27,600	$41,400	$27,920	$46,580	$30,000	$57,000	$38,000	$57,000	$0
#4										
MARION	4·117	$18,460	$27,690	$18,460	$27,690	$18,000	$27,000	$18,000	$27,000	·
MARION/FRONTENAC	4·118	·	·	$4,597	$6,895	$4,800	$7,200	$4,800	$7,200	·
		$18,460	$27,690	$23,057	$34,585	$22,800	$34,200	$22,800	$34,200	$0
#6										
LAVALLEE	6·178/ ·399	$15,000	$22,500	$15,000	$22,500	·	·	$5,500	$8,250	·
VICTOR MAGER	6·180	·	·	$10,400	$15,600	$10,800	$16,200	$5,500	$8,250	·
VICTOR WYATT	6·303	·	·	·	·	$10,400	$15,600	$11,400	$17,100	·
		$15,000	$22,500	$25,400	$38,100	$21,200	$31,800	$22,400	$33,600	$0
#8										
KING GEORGE V	8·137	·	·	$4,100	$6,150	$9,600	$14,400	$7,000	$10,500	·
ARCHWOOD	8·164	·	·	$4,100	$6,150	$9,200	$13,800	$5,000	$7,500	·
GUIDANCE		·	·	·	·	·	·	·	$11,250	·
FREE STAGE FOR YOUTH	8·379	·	·	·	·	·	$1,800	$1,200	·	·
		$0	$0	$8,200	$12,300	$18,800	$30,000	$13,200	$29,250	$0
#9										
MILES MACDONNELL	9·096	$16,000	$24,000	$16,000	$24,000	·	·	·	·	·
HAMPSTEAD	9·095	·	·	$4,000	$6,000	·	·	·	·	·
CHILD ABUSE	9·171	·	·	$2,512	$3,768	$12,800	$19,200	$14,000	$21,000	·
NEIL CAMPBELL	9·364	·	·	·	·	·	·	$8,000	$12,000	·
PRINCESS MARGARET	9·396	·	·	·	·	·	·	$13,200	$19,800	·
		$16,000	$24,000	$22,512	$33,768	$12,800	$19,200	$35,200	$52,800	$0

COMPENSATORY SUPPORT PROGRAM 1984-88

		1984	1985		1986		1987		1988	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
#10										
COMMUNITY LIAISON	10-063	$14,000	$21,000	$14,000	$21,000	-	-	-	-	-
MARYMOUND	10-023	-	-	$5,333	$7,999	$5,520	$8,280	$5,640	$8,460	-
SEXUAL ABUSE	10-065	-	-	-	-	$3,200	$4,800	-	-	-
ELWICK	10-307	-	-	-	-	$15,000	$22,500	$15,000	$22,500	-
EDMUND PARTRIDGE	10-308	-	-	-	-	-	$16,200	$10,800	$16,200	-
		$14,000	$21,000	$19,333	$28,999	$23,720	$51,780	$31,440	$47,160	$0
#12										
HAROLD HATCHER	12-038	$15,200	$22,800	$15,200	$22,800	-	-	-	-	-
REGENT PARK	12-177	-	-	$4,000	$6,000	$14,200	$21,000	$11,000	$16,500	-
		$15,200	$22,800	$19,200	$28,800	$14,200	$21,000	$11,000	$16,500	$0
		$106,260	$159,390	$145,622	$223,132	$143,520	$244,980	$174,040	$270,510	$0
		$ 265,650		$ 368,754		$ 388,500		$ 444,550		
			$ 305,012		$ 366,652		$ 419,020			

WINNIPEG SCHOOL DIVISION NO. 1

PROGRAM REQUESTS

NON-WINNIPEG NO. 1

PROGRAM REQUESTS